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ABSTRACT

Home-based intervention, using paraprofessional teachers and the concept of "parent as teacher," was provided by this 3-year project (1977-1980) for handicapped children aged birth through 4 and their families in 10 rural West Texas counties comprising approximately 9,100 square miles, with 14 to 20 people per square mile. Most families served (year I, 16 children: year II, 38: year III, 26) were low income, somewhat migratory, and predominantly Mexican American. Based on the Portage (Wisconsin) Project Model, Project Family Link was adapted to the area to: (1) promote positive interactions between parents and children: (2) provide new skills and knowledge for parents: (3) coordinate efforts of support agencies: (4) provide training for graduate students: (5) facilitate transition of children from home or preschool into the "least restrictive" environment: (6) demonstrate effectiveness of project components and disseminate innovative approaches: and (7) promote replication or adaptation of the model. The project also used Family Albums, scrapbooks to document family experiences in the project, and Family Days, informative get-togethers to involve family and friends of the children. Appendices include an evaluation plan, Family Day agendas, a newsletter, linking agencies, final report form, diagnostic and assessment data, and Family Day evaluation results. (AW)

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PROJECT FAMILY LINK I
YEAR III FINAL REPORT
JULY 1, 1979 through JUNE 30, 1980

Submitted to:

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U.S. Office of Education
Office of Special Education
(HCEEP - 13.444)

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In Partial Fulfillment of
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No. G007700715

Submitted by:

Special Projects Division
Texas Tech University
P. O. Box 4170
Lubbock, Texas 79409
(806) 742-3296

RC 012882

July 1, 1980

Mary Tom Riley, Ed.D.
Director

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PROJECT FAMILY LINK I
YEAR III FINAL REPORT

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PROJECT FAMILY LINK I
GRANT AWARD NO. GOO 7700715
YEAR III -- FINAL REPORT
(July 1, 1979 through June 30, 1980)
DHEW/USOE/13.444

This final project report (7/1/79 through 6/30/80) of project operations consists of the following five parts:

Part I: Project Identification Data

Part II: Overview of the Three Year Demonstration Effort

Part III: Accomplishment Reporting: a narrative overview of project accomplishments, accomplishments of project by categories, spinoff development, and other factors affecting program performance

Part IV: Tables of Project Performance Data

Part V: Supportive Appendices

The final report is submitted in accordance with DHEW/USOE guidance for HCEEP (13.444) initiatives.

Part I: Project Identification Data

DEPARTMENT OF EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
OMB NO. 51-R1031

PROGRAM PERFORMANCE REPORT (Discretionary Grants)

Further monies or other benefits may be, but will not necessarily be, withheld under this program unless this report is completed and filed as required by existing law and regulations (45 CFR 121, 51 FR 7747).

All grantees with awards from programs listed under "General Instructions" above respond.

Part I

1. Date of Report:	2. Grant Number:
July 1, 1980	G007700715
3. Period of Report: From:	**To:**
July 1, 1979	June 30, 1980

4. Grantee Name and Descriptive Name of Project:

Texas Tech University, Special Projects Division
Project Family Link I

Certification: I certify that to the best of my knowledge and belief this report *(consisting of this and subsequent pages and attachments)* is correct and complete in all respects, except as may be specifically noted herein.

Typed Name of Project Director(s) or Principal Investigator(s):	Signature of Project Director(s) or Principal Investigator(s):
Mary Tom Riley, Ed.D.	Mary Tom Riley

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Part II: Overview of the Three-Year Demonstration Effort

Overview of Project

Project Family Link was initially funded to the Special Projects Division, Texas Tech University in July, 1977. The project was designed to provide a home-based intervention program for young handicapped children and their families who lived in a designated area of West Texas. This area is rural and predominantly agricultural. Initially the project served seven counties and expanded the target area to ten counties during the third year. These counties covered approximately 9100 square miles of farmland with small towns and sparse population (fourteen to twenty people per square mile).

The target population was handicapped children aged birth through four who lived in the service area. Although no income or ethnic guidelines were established, the majority of the families served were low income, somewhat migratory, and predominantly Mexican-American.

The project was designed to be home-based for several reasons. First, the distances involved in the service area and the small concentration of handicapped children in any one area made a center-based program impractical. Second, even if several children were identified within a smaller geographic region, such as a school district, the variance in chronological age, developmental functioning, and handicapping condition would undermine the feasibility of establishing classroom programs. Finally, a home-based program would reinforce the project's belief in the concept of "parent as teacher" and utilization of the child's natural learning environment.

Home based services were implemented by a team of paraprofessional teachers. Each family was assigned to a teacher, who visited them weekly and brought

written directions and materials for implementing appropriate activities with the child. Some of the teachers were bilingual, but all were indigenous to the service area. The rationale for utilizing paraprofessionals rather than degreed teachers as home-based service providers was based on the large service area and the expense involved in providing services to isolated families. With the proper training and supervision, paraprofessionals could deliver services at less cost.

Project Family Link was based on the Portage Project model. This model had been developed to provide home-based services to young handicapped children in Portage, Wisconsin. The Portage model utilizes paraprofessionals as home-based teachers and is designed to promote parent-child relationships through sequentially-developed activities for the parent to implement with the child. There were certain "special features" added to modify the Portage for use in rural West Texas:

1. Family Services -- Family Link was committed to helping families take advantage of existing resources appropriate for the handicapped child and his family. Project staff were committed to helping families identify needed services and linking families to agencies that could provide the service. Thus, project staff acted as a liaison between the family and other service providers, and helped coordinate services to a particular family through communication, documentation, and services such as transportation.
2. Family Album -- Each family was provided with a scrapbook, to be used for documenting the family's experiences in the project, through pictures, children's work, etc. Home-based teachers took pictures during home visits, Family Days, and other family activities, and families

entered the pictures into the Family Albums. The Albums were also used to document linkage activities and names and addresses of other service providers involved with the family.

3. Family Days--Despite the geographic distances, project staff planned and implemented a series of family get-togethers at the project site, and included lunch, transportation, and a planned informational program as part of the activities. These get-togethers were called Family Days, and included parents, siblings, relatives, and friends of the enrolled child. They were viewed as unique opportunities to bring together families enrolled in the project who were usually separated by great distances.
4. Child Placement--Project staff had a vital committment to helping children make the transition from Family Link into existing preschool programs. This implied coordination and communication with existing public and private programs that would be potential recipients of project children. Preparing the family for the transition was also a concern.

Project Family Link was viewed as a vital "link": it was to link young handicapped children to a proven developmental curriculum (the Portage Project model) which was adapted to meet the needs of the area; it was to link parents to the process of helping their children; it was to link families to specialized health and social services; it was to link the child to existing programs; and it was to link university students to the planning, provision, and evaluation of special education services.

Summary of Activities by Project Year

YEAR I

During the initial Demonstration project year, home-based services were provided for sixteen children in a seven-county region. Each family was

provided with a Family Album scrapbook, and three Family Day programs were planned and implemented.

It was during the initial year that the original scope of the Family Album was refined. Instead of being merely a scrapbook for collecting pictures, drawings, activity sheets, etc., the albums were organized into sections. Each section highlighted specific activities, such as home visits or "family fun" experiences, and included photographs, family "work pages", and records of agencies contacted on behalf of the family.

A significant collaborative effort was developed during the first year, to be implemented during the second year. The project's Advisory Board assisted in developing a graduate seminar to be co-taught by the project director and a faculty member from the Department of Special Education. This course concerned home-based programs for handicapped children and related issues.

First year activities also included establishing contacts with various service agencies and with public school personnel to acquaint them with the goals and activities of the project. Intensive staff development was also a priority, and included on-site technical assistance as well as site visits by project staff to other programs.

YEAR II

Home-based services were provided for a total of thirty-eight (38) children during the second year. This figure exceeded the targeted number of children to be served, but represents the total number of children served (many of the families moved during the year so that the actual number served at any one time was lower than 38). Family Albums were distributed

to twenty-six (26) families, and a section relating to family history was added.

During the second year, a total of ten (10) Family Days were held. On three occasions, the same program was presented on two consecutive days so that families had a choice of days to participate. Four other programs were presented as single-day events, making a total of ten separate days with seven different programs.

Staff development during Year II included a site visit by Portage staff and participation in ARVAC training in Arkansas. In addition, individualized staff training was provided through consultation and observation.

The graduate seminar planned during Year I was implemented during Year II. This seminar was co-taught by the project director and a faculty member from the Department of Special Education, Texas Tech University. Graduate students enrolled in the course had the option of counting course hours in either Special Education or Child Development. This represented a truly interdisciplinary effort.

Two major efforts in demonstration and dissemination were completed during Year II. One was the production of a 16mm film entitled The Fortunate Few. This film illustrated the benefits of early intervention and utilized OSE-funded projects across the nation. Since its development, the film has been viewed nationally at a variety of conferences, meetings, and training events. It remains a key film in encouraging the development of programs for young handicapped children.

The second major product developed during Year II was a booklet entitled Family Link and the Family Album. This booklet contains information on

establishing home-based services and forming linkages between families and public service agencies. It also provides a model for the Family Album, including standard forms used in the albums. This booklet has been distributed nationally to encourage replication of the model.

YEAR III

During the third demonstration year, the service area was increased to include ten (10) rural counties and twenty-six (26) children received home-based services. As in previous years the transient nature of the target population meant that many families moved out of the service area during the year and others were enrolled late in the year. All newly-enrolled families received Family Albums.

Six Family Days were held during the third year, representing six separate programs. These programs were aimed at stimulating parental involvement in the Family Day program and in the home-based program. Parents also participated in writing their child's Individualized Education Program (IEP).

Increased emphasis was placed on linkage and dissemination activities during the third year. Project staff made frequent attempts to coordinate services to families with other agencies involved with the family. These attempts resulted in increased coordination and collaboration among agencies. Project staff also worked with public school representatives to insure smooth transition of children from Family Link to other programs, and provided these people with copies of comprehensive final reports written on enrolled children.

Project staff made efforts to disseminate information about the model through conference presentations and other training activities. Pre-

sentations describing the home-based model were made at state, regional, and national conferences. The film The Fortunate Few was shown and the project booklet distributed. On-site technical assistance to other projects interested in home-based services also occurred during the third year, and widespread dissemination of the Family Album concept occurred as well.

Conclusion

There were many positive outcomes of the Project Family Link demonstration effort. One was that the project demonstrated that home-based intervention is effective in rural areas as a means of reaching and serving isolated handicapped children. Utilizing paraprofessionals as home-based teachers also proved to be an effective service-delivery strategy both in terms of cost of delivery and development of rapport and interaction with families. Informal responses of families to visits by teachers and family support of the project indicated a receptivity and belief in the project's efforts.

A second positive outcome was that many agencies became aware of isolated handicapped children and their needs and of the importance of coordinating efforts in rural areas. This was demonstrated through the numerous contacts with service agencies, initiated either by project staff or by service agency staff. Many instances occured where project staff and service agency representatives worked together to achieve a goal with a specific family.

Part of this coordination of effort included public school programs for handicapped children. Project staff made intensive efforts to coordinate and cooperate with teachers, principals, superintendents, and coop directors involved with enrolled children. The success of this effort was demonstrated

by the mainstreaming of many project children and by the fact that public schools were aware of and prepared for the children when they reached school age.

A final positive outcome of the demonstration effort involved replication. Several programs expressed an interest in developing home-based services similiar to those established by Family Link. These programs include a public school coop, a Head Start program, an Education Service Center, and a Mental Health/Mental Retardation center, all in Texas. Technical assistance will be provided to these programs as they are ready.

In addition, as a result of conference presentations concerning the home-based model, representatives from a variety of programs requested and received information on the project. This included project forms, sequence of service activities, linkage information, and detailed information on the Family Album. Many of these programs indicated that they planned to incorporate project materials and concepts into existing home-based models.

Part III: Accomplishment Reporting

A. Narrative Overview of Project Accomplishments

Project Family Link I is a home-based intervention program for handicapped children aged birth through four who reside in a ten-county region of the South Plains of Texas. The project's purpose is to promote emotional, cognitive and physical growth and development in each enrolled child through a viable home intervention model that utilizes the concept of "parent as teacher" and the environment and culture of the family. A further purpose is to promote adaptive changes in the family of each handicapped child to facilitate the child's growth and development.

The goals of the project, as stated in the third year continuation proposal, are as follows:

* To replicate the Portage Model while developing necessary modifications for working with the special needs of bilingual/bicultural families in the West Texas area.

* To promote positive, experiential interactions between and among family members through periodic home consultation, parent training, the use of family albums to promote such experiences and to display the progress of each child, and through Family Days, a special adaptation of parent training in groups which attempts to involve the entire family of each identified child.

* To provide new skills and knowledge for parents through parent information brochures developed in a "modular" format in both Spanish and English. (The content of each module is presented in a personalized manner during the monthly consultation visits by the project coordinator.)

* To aid in the coordination of efforts of local support agencies and school districts by acting as a liaison agency on behalf of the family.

* To provide training for graduate students of Texas Tech University who seek to develop skills and knowledge in working with handicapped children and their families.

* To facilitate the transition of each child from the home or preschool setting into the "least restrictive" environment.

* To demonstrate the effectiveness of each component of the project and to disseminate all innovative approaches resulting from model development.

* To promote the replication or adaptation of the model within the local geographic region and nationally.

The following narrative includes accomplishments to date relating to each goal. Section B includes additional reporting of accomplishments during the project year by activity categories.

To Replicate the Portage Model...

During the project year, twenty-six (26) children received home teaching based on the Portage model. Of these, nine (9) received bilingual instruction and/or translation of Portage materials and activities into Spanish. Enrolled children received approximately 1½ hours per week of individual home instruction by the paraprofessional home-based teacher assigned to them. However, because enrollment dates differed for all the children, some received home instruction longer than others.

Home visits consisted of a review of the previous week's lesson, demonstration of the new activities by the teacher, practice of the new activity by the parent with the child, and review of marking procedures for evaluating the child's performance. The teacher also collected activity sheets from the previous week and provided the parent with materials for implementing the new activities.

Appendix A contains the Evaluation Plan for the home-based teaching component.

To Promote Positive Interaction...

The weekly visits made by home-based teachers were instrumental in

helping promote positive interactions among family members. The teachers often included the enrolled child's siblings in weekly activities, and offered support to the parents concerning the child's problems, abilities, and ways to work with him/her. On many occasions, staff provided information on things like toilet training, behavior management, and language stimulation.

Each enrolled family received a Family Album, which was used as a means of recording the family's experiences with the project. Pictures taken by home-based teachers were included in the albums on a weekly basis, and the teachers helped the families record agency contacts, family events, and other experiences that helped promote family interactions.

A third means of promoting positive interactions among family members involved Family Day programs held at the project site. During the project year, six (6) Family Days were held, on October 5, 1979, November 1, 1979, December 20, 1979, February 7, 1980, March 27, 1980, and May 16, 1980. At each one families were transported to the project site for a day of planned activities, training, and the opportunity to interact with other families. Appendix B contains agendas for the Family Days held during the project year.

To Provide New Skills and Knowledge...

One attempt to provide new skills and knowledge for parents was made through a monthly newsletter, "The Link Letter". This newsletter contained project news, information, and suggestions for activities for parents to do at home with their children. The newsletter was sent monthly, beginning in November, 1979, and the December letter was translated into Spanish, using the dialect of the region. A subsequent

newsletter was disseminated in February, 1980. A copy of this newsletter is found in Appendix C.

Family Day programs also provided new skills and knowledge for parents. Content of the programs focused on how to make and use materials with their children, nutrition, learning through Christmas activities, behavior management, legal rights of parents, parent talents, and toothbrushing. Agendas for all six Family Day programs are found in Appendix B.

To Aid in Coordination...

Family Link aided in the coordination of efforts of local support agencies and school districts by acting as a liaison agency on behalf of the family. Project staff fulfilled this role in two ways: by assisting the families in securing needed services from support agencies (as reflected by Agency Contact Log entries) and by providing direct services (as indicated on the Family Service Log). Samples of these logs were included in the Six Months Progress Report, in Appendix B. Examples of support efforts to families include assistance in securing medical appointments and public health services, linkage to public service agencies, coordination with local educational facilities, and assistance in securing payment for needed medical and health services. Appendix D contains a list of the agencies that were contacted at least once on behalf of enrolled families.

To Provide Training...

Training was provided for several graduate students in the area of working with young handicapped children and their families. Four

graduate students who served as research assistants for the project were involved in the Family Day programs and in home visits. These students assisted project staff in working with parents and children during the six Family Days, and individually accompanied teachers on home visits to each enrolled family for the purpose of observation and video taping the visit.

To Facilitate the Transition...

Project staff worked with various representatives of the public school systems within the service area. The Child Find Coordinator for the Region XVII Education Service Center was a member of the project's Interdisciplinary Advisory Board as was the Director of a Special Education Coop which includes several school systems in the service area. In addition to the coordination provided by the Advisory Board members, continued contacts with educational institutions occurred for seven children who were concurrently enrolled in Family Link and another program.

Project staff attempted to facilitate the transition of enrolled children into continuation placements. Coop directors from the service area were invited to the final Family Day program to meet the families, and each family was given the name and address of the coop director in whose area they reside. During final conferences with parents, they were encouraged to contact these directors as future need arises.

Project staff also worked closely with representatives of educational, day care, and other facilities in the service area. Contacts were made with receiving programs over the phone, in person, and through letters. The purpose of the contacts was to make these programs and

directors aware of handicapped children in their area and to prepare for the transition of children from Link I into another program. Copies of the Final Report written on each enrolled child will be forwarded to parents and to receiving programs, with signed parental consent, in an effort to facilitate this transition and to give receiving programs as much information as possible about the child. Appendix E contains a copy of the Final Report written on each child.

To Demonstrate the Effectiveness...

The TRY-S (Sequencing System for Success) is the basis for project planning, scheduling and organization. TRY-S was written and developed by Dr. Mary Tom Riley, Project Director. Using the TRY-S, the project coordinator prioritizes objectives monthly, and each staff member plans and schedules activities on a weekly basis. A copy of the TRY-S System was submitted with the Annual Program Performance Report, June 30, 1979, as Appendix E.

Dissemination efforts have centered around two major areas: materials dissemination and conference presentations. These areas will be discussed further in Part B, item number 6.

To Promote Replication...

Efforts toward replication of the model included dissemination activities (see Part B, item number 6) and consultation with area school superintendents. Negotiations were initiated and are underway to replicate parts of the Family Link model in area school districts. In addition, project staff have provided technical assistance to programs interested in establishing a home-based component (See Part B, item number 5).

B. Accomplishments of Project by Categories

1. Direct and Supplementary Services for Children

Project staff were involved in screening 41 children referred for possible handicapping conditions. Informal assessments were administered by teachers following the initial home visits, and formal assessment instruments were administered by certified assessment professionals with children determined to be eligible for the program. Twenty-six (26) children were ultimately enrolled in Family Link. The remaining fifteen were not enrolled for a variety of reasons: they were determined to be ineligible, they moved out of the service area, they declined to participate, or they were referred to other programs. Diagnostic and assessment data on the 26 children enrolled appears in Appendix F.

The families enrolled during the project year received home visits on a weekly basis. Each visit lasted approximately 1½ hours, but due to the different dates of enrollment, some children received more home visits than others. This was due in part to the transient nature of the population served and the delays encountered when families did not keep appointments. In addition, some referrals were received as late as February, 1980, causing these families to receive fewer visits than did families enrolled since September, 1979.

In an effort to facilitate the transition of project children into continuation programs and to help parents understand their child's progress, project staff prepared comprehensive final reports on enrolled children. These reports detailed the child's progress in five developmental areas, specified areas needing further remediation, and offered recommendations for further programming. In addition, a comprehensive

list of suggested activities for the parent to implement with the child was included. A copy of the final report was also sent to receiving programs, with signed parental permission. The final report form is included as Appendix E.

Other supplementary services to children included helping families secure needed support services. This involved collaboration with other agencies to provide children with comprehensive medical, neurological, and psychological evaluations. For example, during October, five enrolled children received comprehensive evaluations at the Developmental Disability Center on the Texas Tech campus and two children were evaluated at the Lubbock State School; in November, two enrolled children were scheduled for surgery to be performed in December; and one child received a neurological evaluation, including an EEG, in December. During the second half of the project year, all of these children received follow-up services. In addition, other enrolled children received speech and hearing evaluations, DDC evaluations, and ophthalmological examinations.

2. Parent Family Participation

Family participation occurred on a regular basis in the home visits. Because the parents had the primary responsibility for implementing planned activities, they were actively involved in the home visits and subsequent teaching. Home-based teachers relied a great deal on parental input and feedback as to the child's progress, and parents were encouraged to share their observations and thoughts concerning the child's program.

Opportunities for group parent training and participation in project operations were also provided by the Family Day activities. Six Family

Days were held during the project year where parents had opportunities to participate in training activities. Appendix B contains agendas and handouts for the six Family Days. A total of 18 enrolled families participated in the Family Day programs.

Each Family Day program was evaluated by those families who attended. The focus of the evaluations concerned two major areas, affect and information. Affective questions focused on how the parent felt about being with other families and whether or not they felt at ease. Informational questions dealt with the topics presented and what the parent learned during the program. Results of the evaluations indicated that parents felt very comfortable being at the project site with other families, and that they learned something. Evaluation results from the six Family Day programs can be found in Appendix G.

Family Albums also provided opportunities for family participation. Pictures taken during home visits, Family Days, and other activities were included in the albums. A booklet describing the Family Album (entitled Family Link and the Family Album) was submitted with the Annual Program Performance Report, June 30 1979, as Appendix B.

Families were also included in the informal assessment process and in the development of the child's Individualized Education Program (IEP). A team consisting of the coordinator and the home-based teacher met with the parents in their home to develop the IEP. (A sample of the IEP was included in the Procedural Guide submitted with the Six Month's Progress Report, as Appendix B).

3. Assessment of Child Progress

Each identified child was assessed using both formal and informal

assessment instruments. In addition other descriptive and evaluation data, intended to measure certain aspects of family attitudes and changes, were gathered by the coordinator and a team of graduate assistants to the program. These assessments included an appropriate estimate of developmental level (via standardized tests), an extensive interview with parents, the Alpern-Boll Developmental Profile, and other measures as deemed appropriate to gain information concerning the child. Some children were also evaluated by other diagnostic and evaluation agencies, and Family Link staff were able to access this information. Appendix F contains a summary of Diagnostic and Assessment Data on evaluations performed through Family Link.

4. In-service Training for Project Staff

In-service training for project staff occurred in a variety of situations during the project year. All staff participated in a two-day training and orientation in-service on all projects within the Special Projects Division on September 4-5, 1979. Link I staff received a two-day orientation to policies and procedures as outlined in the Link I manual, the Procedural Guide, on September 6-7, 1979. The staff participated in a one-day in-service on "Materials", provided by the coordinator of the South Plains Materials Library, of the Special Projects Division, on September 28, 1979. Another in-service program was provided by a consultant from the Region XVII Education Service Center on December 7, 1979. The topic was "Motor Development", and all staff attended.

One home-based teacher attended the Texas Association for the

Education of Young Children (TAEYC) state conference in Dallas, Texas on October 24-27, 1979. The project coordinator attended two conferences, the National Association for the Education of Young Children (NAEYC) Conference in Atlanta, Georgia, on November 8-10, 1979, and 1979 HCEEP Project Director's Conference in Washington, D.C., on December 3-7, 1979.

During the second half of the project year, staff participated in many other training activities. The coordinator provided training on three occasions, on topics of interest to home-based teachers. In January, two home-based teachers attended a WESTAR topical conference on parental involvement, and all staff attended the Triple T Consortium state workshop in Dallas, Texas. The coordinator attended a workshop sponsored by the Region XIII Education Service Center, and also attended a national consortium meeting on Rural projects. The entire staff attended the conference sponsored by DEBT, in Lubbock.

In-service staff development for teachers occurred on an individual basis throughout the project year. The project coordinator accompanied teachers on home visits on a regular basis, and provided feedback on activities, teaching strategies, and instructional sequences. In addition, weekly staff meetings provided opportunities for sharing of information, problem-solving and coordination of service efforts for enrolled families.

A summary of staff development and in-service training activities is found in Table 1.

5. Training of Personnel from Other Programs or Agencies

Personnel from Project Family Link II (funded by ACYF to an area Head Start agency and housed at Texas Tech) were included in all in-service activities. The coordinator and staff of Project Family Link II,

TABLE 1

STAFF DEVELOPMENT/INSERVICE TRAINING
PROJECT FAMILY LINK I
1979-80

DATE	TRAINING CONTENT	PRESENTOR	FAMILY LINK STAFF ATTENDING
Sept. 4-5, 1979	Orientation to SPD (TTU/SPD)	Dr. Mary Tom Riley, SPD Staff Members	All
Sept. 6-7, 1979	Orientation to Procedural Guide, Link I Procedures (TTU/SPD)	Jamie Tucker	All
Sept. 28, 1979	"Materials" (TTU/SPD)	Betty Peel	All
Oct. 24-27, 1979	TAEYC Conference (Dallas, Texas)	Presented Fortunate Few and Attended Sessions	Sandy Nugent
Nov. 8-10, 1979	NAEYC Conference (Atlanta, Georgia)	Presented Session and Attended Other Sessions	Jamie Tucker
Dec. 3-7, 1979	BEH Project Director's Conference (Washington, D.C.)	Attended Sessions	Jamie Tucker
Dec. 7, 1979	"Motor Development" (TTU/SPD)	Carol Lust, Region XVII Education Service Center	All

DATE	TRAINING CONTENT	PRESENTOR	FAMILY LINK STAFF ATTENDING
Jan. 4, 1980	"Behavior Management" workshop (TTU/SPD)	Jamie Tucker	All
Jan. 16-18, 1980	Topical Conference: Parent Involvement (Albuquerque, NM)	WESTAR	Sandy Nugent Kaye Chatham
Jan. 31 - Feb. 1, 1980	Triple T Consortium Conference (Dallas, Texas)	Attended sessions	All
Feb. 14-15, 1980	Early Childhood Assessment workshop (Austin, Texas)	Region XII Education Service Center	Jamie Tucker
Feb. 22, 1980	"Teacher-made Materials" (TTU/SPD)	Jamie Tucker	All
March 12-14, 1980	Rural Consortium Conference (Nashville, Tennessee)	Attended sessions	Jamie Tucker
April 1-2, 1980	DEBT Conference (Lubbock, Texas)	Attended sessions	All
April 18, 1980	SUCCESS Screening; "Stress on Service Providers" (TTU/SPD)	Tom Rhea; Jamie Tucker	All

who work with handicapped children enrolled in Head Start, participated in the two-day orientation to the Procedural Guide held on September 6-7, 1979. Family Link II staff members also participated in regularly-scheduled staff development activities as well as weekly project staff meetings.

In addition, the graduate students who served as research assistants for the project participated in the Family Day programs as observers/participants in the activities.

Family Link staff made presentations and/or conducted training sessions for personnel from other agencies on the following occasions:

- August 22, 1979 -- Project coordinator presented training on "Procedures for the Severely Handicapped" to Head Start staff at the Texas Head Start Preservice workshop, in Dallas, Texas.

- October 19, 1979 -- Project coordinator presented training on "Teacher-made Materials" to kindergarten teachers at the district Texas State Teachers Association (TSTA) meeting in Longview, Texas. The film The Fortunate Few was also shown.

- October 24-27, 1979 -- Lead teacher assisted in film festival at the TAEYC state meeting in Dallas, Texas where The Fortunate Few was shown.

- November 9, 1979 -- Project coordinator presented training on "Observation Training" at the NAEYC national meeting in Atlanta, Georgia.

- January 31 - February 1, 1980 -- Project staff presented a session on "Project Family Link: A Home-based Intervention Program for Young Handicapped Children and Their Families" at the Triple T Consortium state meeting in Dallas, Texas.

- March 6-8, 1980 -- Project coordinator presented a session on "Project Family Link: A Home-based Intervention Program for Young Handicapped Children and Their Families" at the First Step Preschool Handicapped Institute in Columbia, South Carolina.

- May 21-25, 1980 -- Project coordinator presented this session two times at the National Head Start Conference in Miami, Florida.

Table 2 contains a summary of the training activities described above.

In addition to the conference activities described above, personnel from a variety of other programs and agencies have viewed the film The Fortunate Few, as a training/awareness activity. Presentations were given by project staff and/or representatives from local, state, and national agencies. The Fortunate Few Viewing Log provides a summary of the agencies which have viewed the film, and is included as Table 3.

In addition to conference presentations and showings of the film, project staff have provided other types of training for personnel from other agencies. On February 27, 1980 the project coordinator provided on-site technical assistance to a home-based Head Start program in Midland, Texas. This consisted of accompanying the home-based teacher on home visits, providing feedback, and sharing forms, procedures, and ideas from Project Family Link.

On April 20, 1980, one of the home-based teachers presented awareness training for the 60 staff members of the South Plains Health Providers, in Plainview, Texas. This training consisted of a short introduction to Project Family Link and a discussion of the need for services for young handicapped children in the West Texas area. The Family Link booklet was also distributed.

TABLE 2

CONFERENCE PRESENTATIONS
PROJECT FAMILY LINK I
1979-80

CONFERENCE	DATE	LOCATION	PRESENTER	TOPIC	NUMBER OF PARTICIPANTS
"Pathways to the 80's (Texas Head Start Preservice)	Aug. 22,1979	Dallas, Texas	Jamie Tucker	"Procedures for Severely Handicapped Children"	40
TSTA Regional Meeting	Oct. 19, 1979	Longview, Texas	Jamie Tucker	"Teacher - Made Materials"	47
TAEYC	Oct.24-27, 1979	Dallas, Texas	Sandy Nugent	Showed "The Fortunate Few" At Film Festival	25
NAEYC	Nov. 9, 1979	Atlanta, Georgia	Jamie Tucker	"Observation Training"	75
Triple T Consortium	Jan. 31 - Feb. 1, 1980	Dallas, Texas	Jamie Tucker	"Project Family Link: A Home-Based Intervention Program for Young Handicapped Children and Their Families"	20
First Step Preschool Handicapped Institute	Mar. 6-8, 1980	Columbia, S.C.	Jamie Tucker	Same	20
National Head Start Conference	May 21-25, 1980	Miami, Florida	Jamie Tucker	Same	50

TABLE 3
THE FORTUNATE FEW -- VIEWING LOG
Project Family Link I
1979-80

DATE SHOWN	AUDIENCE	NUMBER	PURPOSE	SHOWN BY (Name and Affiliation)
8-3-79	DEBT Staff	12	Inservice training	Denise Pillans (DEBT Outreach)
9-4-79	SPD Staff	35	Inservice training	Jamie Tucker (F.L.I.)
9-11-79	social club city council	10	awareness	Denise Pillans DEBT
10-1 thru 5, 1979	kindergarten staff	75	staff development and awareness	Louise Phillips, Magnolia, A
10-19-79	TSTA District Kindergarten Meeting	56	Inservice	Jamie Tucker arranged by Caroll Salter
10-24 thru 26, 1979	TAEYC participants	25	Film Festival at State meeting	Margaret Luera, SPD
11-12-79	parents, DEBT	12	awareness	Denise Pillans, DEBT
11-20-79	parents, DEBT	25	review film	Diane Garner, DEBT Outreach
11-21-79	elementary school teachers & principal, Post Elem.	35	awareness of need for infant programs	DEBT Outreach
12-4-79	BEH Project Directors (at annual meeting)	Approx 200	awareness of film	BEH Staff
2-7-80	Family Link I and II parents, support staff	40	awareness	Jamie Tucker

THE FORTUNATE FEW -- VIEWING LOG
Project Family Link I
1979-80

DATE SHOWN	AUDIENCE	NUMBER	PURPOSE	SHOWN BY (Name and Affiliation)
2/12/80	SPECO coop superintendents, staff, director	14	awareness	Jamie Tucker Ken Moore
3/80	ESC Region XIV (Abilene, Texas)	10	awareness	Ian Rydholm
3/3/80	preschool teachers coords, directors, home trainers, sp. ed. directors, supts. school board members & support staff	50	used to open the Regional Preschool Handicap Child Conf. Garden City, Kansas	Janelle Mulvenon Kansas State Dept. of Education Early Childhood Handicap S. I. G.
3/7/80	Conference participants	20	awareness (part of conference presentation)	Jamie Tucker
4/24/80	teachers, coordinators, directors	20	awareness	Janelle Mulvenon
5/1/80	AAMD conference participants (San Francisco)	3000	showing at AAMD Film Theater at Annual meeting	AAMD
5/5 thru 5/19/80	school administrators in four counties of New York State	unknown	awareness	Richard Minogue Greater Amsterdam School District Amsterdam, NY.
30				37

THE FORTUNATE FEW -- VIEWING LOG
Project Family Link I
1979-80

DATE SHOWN	AUDIENCE	NUMBER	PURPOSE	SHOWN BY (Name and Affiliation)
5/22 thru 5/23/80	conference participants at National Head Start Conf. (Miami, Florida)	50	awareness (part of conference presentation)	Jamie Tucker
6/80	- Nevada State Dept. of Education - Supt. of Special Services - parents - teachers - graduate students	25	- awareness of early intervention & prevention - advocacy	Dr. Nasim Dil University of Nevada Las Vegas Las Vegas, Nevada

6. Demonstration and Dissemination Activities

Dissemination efforts have centered around two major areas: materials dissemination and conference presentations. Both have utilized two products developed by the project during Year II: a 16 mm film, The Fortunate Few, which illustrates the benefits of early intervention, and a booklet entitled Family Link and the Family Album, which contains information on the establishment of home-based services, the development of linkages, and the format of the Family Album. (These products were submitted with the Annual Program Performance Report, June 30, 1979, as Appendix B.)

Product dissemination was a major effort during the project year. The booklet was disseminated on a request basis locally and nationally. Table 4 contains a summary of dissemination of the booklet. In addition, the Family Link booklet was distributed to enrolled families, local agencies, and advisory board members, as well as being available at various conferences.

Emphasis was given to dissemination of the film The Fortunate Few. This film was shown at various conferences and meetings, at the local, state, and national level, including the 1979 HCEEP Project Director's Conference. Table 3 provides a summary of dissemination efforts concerning this film.

A second major dissemination effort involved conference presentations by project staff. During the project year, the project coordinator made presentations at six regional, state, and national conferences. In addition, the film The Fortunate Few was shown at the 1979 HCEEP Project Director's Conference in Washington, D.C. as part of an awareness effort.

TABLE 4
DISSEMINATION LOG --- FAMILY LINK I

Name and Job Title	Address	Date of Request	Item(s) Requested	Quantity	How Learned About Materials	Date Sent
Reginald Robinson Outreach Disseminator Baltimore, E.C. Learning Continuum	Dept. of Education Division for Excep Ch. 2300 N. Calvert St. Baltimore, MD 21218	6-8-79	Family Link and the Family Album booklet	1	at Special Ed. Marketing Workshop in N.J. (Anita)	7-11-79
Dr. Victoria Bergin Assist Sup't for Basic Curric. Devel.	Houston ISD 3830 Richmond Ave. Houston, TX 77027	3-23-79	Information on bilingual - (Family Link & the Family Album sent)	1	request for information on bilingual	7-17-79
Kim Cagle (TTU graduate student)	TTU, Luubock	8-17-79	Family Link and the Family Album	5	As part of talk to graduate class by J.T. (handouts)	8-17-79
Linda L. Stone, M.Ed Parent Counselor - Trainer ECHO Infant Project	c/o Orlando Regional Medical Center 1414 South Kuhl Ave. Orlando, FL 32806	8-10-79	Info regarding infants (Family Link & Family Album)	1	Unknown	9-7-79
Nancy Kirkpatrick Patrick Thornton	Addison Central Supervisory Union Charles Ave. Middlebury, VE 05753	9-16-79	Info re: parent programs ; 1 Family Link Booklet	1	HCEEP Directory	9-7-79
Dr. C.R. Peterson Dir. of Early Intervention Children's Behavioral Services	Children's Behav. Serv. 6171 W. Charleston Blvd. Las Vegas, Nevada 89102	9-25-79	Info re: prog for delayed infants - sent Family Link Booklet	1	Unknown	10-2-79
Linda Douglas Consultant for Preschool Handic	Lincoln Public School Box 82889 Lincoln, NE 68501	10-23-79	Info on home-based for 0-2-Sent Family Link back	1	WESTAR	10-30-79

DISSEMINATION LOG --- FAMILY LINK I

Name and Job Title	Address	Date of Request	Item(s) Requested	Quantity	How Learned About Materials	Date Sent
Tree Davidson	Plainview C.D.C. 214 W. 11th Plainview, TX 79072	11-20-79	Link I booklet	1	Site visit by Link I	11-20-79
BEH Project Director's Conference	Washington, D.C.	12-3 thru 12-7	Link I booklet (Display table)	20		
Colleen O'Brien Director, Regional Preschool Handicap Program	The Children's Center 124 Washington St. Keene, NH 03431	1-9-80	Booklet	1	Unknown	5/15/80
Parent Involvement workshop participants (Albuquerque, NM)	participants from Arizona, California, Colorado, New Mexico, Oklahoma, Oregon and Washington	1-17-80	Booklets	13	WESTAR Topical Conference	available at conference
Participants at Triple T conference (Dallas, Texas)	participants from Texas	2-1-80	Booklets	15	Triple T Conference presentation	available at conference
Donna Crews Child Protective Services	Box 1072 Brownfield, Texas	2-20-80	Booklet	1	Phone conservation	2-20-80

DISSEMINATION LOG --- FAMILY LINK I

Name and Job Title	Address	Date of Request	Item(s) Requested	Quantity	How Learned About Materials	Date Sent
Participants at First Step Preschool Handicapped Institute (Columbia, SC)	Participants from various states	3-6-80	Booklets	25	First Step Conference presentation	available at conference
Sharon Trusty Student, TTU	Lubbock, Texas	3-24-80	Booklets	18	Phone conversation (use booklet in class)	3-25-80
DEBT Conference participants	Participants from Texas	4-1 through 4-2-80	Booklets	165	display table items	available at conference
Mary Lou Acers Regional Inter-Agency Facilitator	State Dept of Education Oklahoma City, OK	4-8-80	Booklet	1	Triple T Consortium Conference	4-14-80
South Plains Health Providers	Health providers from the South Plains of Texas	4-30-80	Booklets	60	Staff development session for Health Providers	available at session
Participants at National Head Start Conference	participants from all states	5-21 through 5-25-80	Booklets	50	H. S. Conference presentation	available at conference

NOTE: The totals above represent those materials that were logged when disseminated. It should be noted that this may not be complete listing of materials disseminated.

(For additional data, see Part B, item number 5, under "Training of Personnel from Other Programs or Agencies.") Feedback from participants at these conferences indicated that the home-based model presented was useful and many requested copies of documentation materials, including standard pages used in the Family Albums.

Table 2 provides a summary of conference presentations made during the project year.

7. Coordination with Other Agencies

The project coordinated efforts in the area of recruitment and follow-up with Child Find representatives and public schools officials on a continual basis. In addition, project staff provided a linkage for enrolled families with over twenty agencies and/or services within the target area. These agencies are listed in Appendix D.

In many cases, project staff maintained frequent, on-going contacts with agency representatives who were also involved with an enrolled family. For example, one family was seen frequently by professionals at the Texas Tech University School of Medicine Developmental Disability Center, and was also assigned a caseworker through the SSI-Disabled Children's Program, Texas Department of Health. It was vital that project staff communicate frequently with both agencies to ensure coordination of efforts on behalf of the family. Contacts were documented on Agency Contact Logs in an effort to keep a record of frequency and content of the contacts. (The Agency Contact Log was submitted in the Six Month's Progress Report, in Appendix B).

Toward the end of the project year, agencies that will be providing programs for enrolled children were contacted frequently to ensure a

smooth transition for children and families. The coordinator met with several agency representatives and parents to share information about the children, and arranged for parents to visit the new programs if they so desired. In addition, copies of Final Reports were provided to both parents and receiving agencies, and parents were given names and addresses of contact persons in the receiving agencies.

Additional collaborative efforts occurred with two projects funded to South Plains Community Action: South Plains Head Start Handicap Consortium and ACYF-funded Project Family Link II. The South Plains Head Start Educational Materials Lending Library, housed at Texas Tech University Special Projects Division, has made its resources available to staff and families enrolled in Project Family Link. Home-base teachers have utilized teaching materials in the areas of Motor, Music, Language, Perception, Cognitive Resources and Visual Aids. In addition, Projects Family Link I and Family Link II have collaborated on a number of different activities, such as Family Days, the Family Link newsletter, and in-service training for staff.

8. Continuation and Replication

The 16 mm film, The Fortunate Few, and the booklet, Family Link and the Family Album, are utilized in the dissemination effort to promote replication. This was described in Part B, item number 6, under "Demonstration and Dissemination Activities".

Due to conference presentations and efforts directed toward other training and awareness activities, replication or adaptation of the model may take place in several programs. As a result of conference presentations, many programs from around the nation requested project

forms to use in their programs. Several indicated they would implement the Family Album concept in their programs.

Three programs in Abilene, Texas expressed interest in the home-based model. Two of these, the Region XIV Education Service Center and the MHMR program, indicated that they might initiate home-based services in their region if funding permits, and requested on-site technical assistance from the project coordinator. The third, a Head Start program, will be establishing a home-based component in the Fall of 1980 and arrangements are underway for the project coordinator to provide on-site training and technical assistance to that program.

A final effort at continuation and replication concerns the linkage component of the project. At the suggestion of Dr. William Swan during a site visit to the project, project staff are collaborating with agency representatives to prepare a paper on the coordination and linkage that occurred during the project year. The intent is to suggest to other programs the benefit of coordinating services and to offer some suggestions on how this might occur. The completed paper will be disseminated as appropriate.

C. Spinoff Development

The major activity that can be considered spinoff development is the coordinator's participation in the Rural Consortium. This consortium was organized at the 1978 BEH Project Director's Conference and became a viable working body at the 1979 Conference. Its purpose is to bring together persons interested in rural programs, to address problems and issues and to suggest recommendations concerning the rural issues.

The coordinator attended a three-day Rural Consortium workshop in

March, 1980, in Nashville, Tennessee. As a result of this workshop, the coordinator is a member of the planning committee for the Consortium and heads up a task force that is charged with preparing a paper on Transportation Issues in rural areas.

A noteworthy outcome of this involvement is the carry-over into other programs. Representatives from Head Start programs at the National Head Start Conference indicated an interest in the Rural Consortium and asked to be kept informed of its activities. This is significant because of the coordination possibilities between Head Start and other federally-funded rural programs. In addition, a professor at the University of Nevada, Las Vegas has expressed an interest in the Rural Consortium and its work, and has utilized the film The Fortunate Few in trying to stimulate interest in programs for young handicapped children.

D. Other Factors Affecting Program Performance

Two primary factors had a bearing on program performance during the project year. One is the nature of the service region, and the other concerns the population served.

The service area is rural and inclusive of ten large counties in an agricultural region of Texas. This is a large area that required project staff to travel extensively. Environmental factors such as inclement weather often affected travel, thus delaying home visits.

The population served is a predominantly agricultural, somewhat migratory one. Some of the families did not keep home visit appointments as scheduled, some moved to new locations within the service area, some occasionally could not be located for short periods of time, and some re-located out of the service area. Therefore, services were sometimes

temporarily interrupted until contact could be re-established with the family, or terminated if the family moved out of the service area.

Although originally targeted to serve 45 children during the third project year, the project obtained a work-scope revision to serve 30 children. This reduction was necessary for several reasons: 1) the number of children referred was below the original target number, despite recruitment efforts, 2) the tendency for families to move frequently made it difficult to achieve and maintain the targeted number of children, and 3) the vastness of the service region made it difficult to serve 45 children with the number of home-based teachers on staff.

Part IV: Tables of Project Performance Data

Table A – Demonstration/Service Activities Data
Children

Enter actual performance data for this report period into the appropriate boxes. Use age as of the time of the original application, or the continuation application, whichever is later. On lines above line 11, count multihandicapped individuals only once, by primary handicapping condition, and indicate the number of multihandicapped in line 12. Data for lines 1 through 11 are for those directly served; i.e., persons to be enrolled or receiving major services, and not those merely screened, referred or given minimal or occasional services.

Type of Handicap	Number of Handicapped Served by Age					
	Ages 0-2	Ages 3-5	Ages 6-9	Ages 10-12	Ages 13-18	Age 19 and Over
1. Trainable Mentally Retarded	2	1				
2. Educable Mentally Retarded	1					
3. Specific Learning Disabilities		1				
4. Deaf Blind	1					
5. Deaf/Hard of Hearing						
6. Visually Handicapped		1				
7. Seriously Emotionally Disturbed						
8. Speech Impaired	3	3				
9. Other Health Impaired	6	2				
10. Orthopedically Impaired	3	3				
11. Total						
12. Multihandicapped	5	4				

If the data in the above table differ by more than 10 percent from the data originally presented in your approved application, please explain the difference.

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Table IB

Type of Staff

Type of Staff	Full-time	Part-time (No Full-time Equivalent)
Professional Personnel (Including Aides)	1- Coordinator	1- Project Director 2- Research Assistants
Teachers	1- Lead Teacher	
Paraprofessional	1- Secretary	3- Home-based Teachers

Table IC

If applicable, refer to Table IA

Service	Number of Handicapped
Screening	15
Diagnostic and Evaluation	9
Follow-up and Special Help	7
Other Program Services	3

Table II

Pre-service/In-service Training Data

Handicapping Area of Primary Concentration	Number of Persons Received In-service Training	Number of Staff Members Presently Training by Degree Sought			
		AA	BA	MA	
Multihandicapped	6				
Administration	6				
Early Childhood	4				
Trainable Mentally Retarded					
Educable Mentally Retarded					
Specific Learning Disabilities					
Deaf/Hard of Hearing					
Visually Handicapped					
Seriously Emotionally Disturbed					
Speech Impaired					
Orthopedically and Other Health Impaired					
TOTAL	16				

If data in Table II above differ by more than 10 percent from those in your approved application, explain.

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Indicate the placement of children with disabilities who left your school district during the year covered by this report period. Do not count children only moving from one type of program to another in your district. 2

TYPE OF PLACEMENT			NUMBER OF CHILDREN	
			FULL-TIME	PART-TIME
INTEGRATED PLACEMENT (i.e., in age appropriate programs with children without disabilities)	Regular school			
	Day treatment programs		7	
	Home-bound			
	Special hospital			
	Residential program		2	
	Public school programs	First		
		Second		
		Other		
SPECIAL EDUCATION PLACEMENT (i.e., children who left school district for special education programs in separate facilities or public schools)	Day treatment programs		5	
	Residential programs		4	
	Public school programs	First		
		Second		
		Other		
INSTITUTIONAL PLACEMENT	Schooled to [illegible] in Early Childhood Program in some year			
	Correctional facility	Lubbock State School	1	
		Milam's Children Training Center	1	

Table III

	NUMBER		PERCENT
Cumulative number of children entered into integrated placement *(if known)* prior to this report period	3	Estimated retention rate of cumulative number in integrated placement	95

* Referral to DEBT

3

1. Explanation of placement figures follows
2. Three children moved during the reporting period; placements unknown

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TABLE III A

Explanation of Placement Figures

The figures reported in this Table represent recommended and/or confirmed placements for children leaving Family Link at the end of the project year, June, 1980. These placement recommendations have been determined by parents, Family Link staff, and representatives of educational programs.

Integrated Placement: Day Care programs

Seven children will be placed in day care programs with normal children. Two of these will participate in Texas Migrant Council Day Care Center programs, and the others will participate in private day care in the cities in which they reside.

Integrated Placement: Kindergarten

Two children have been referred for placement in regular kindergarten programs in their home school districts.

Special Education Placement: Prekindergarten

Five children have been referred for special education services at the prekindergarten level. Two of these children will be enrolled in early childhood classes in a public school program for handicapped children. Two others are visually handicapped and have been referred to their home school districts. Both of these children will receive home or center-based special education services. The fifth child will attend a child development center for young handicapped children.

Special Education Placement: Kindergarten

Four children will attend public school early childhood special education programs at the kindergarten level. Three of these children have been enrolled in these programs concurrent with Family Link, and will continue in the programs. The fourth child will enroll in the fall of 1980 in her home school district.

Special Education Placement: DEBT

Three children were referred to the DEBT program due to the fact that public school programs were not available in their district for very young handicapped children.

Institutional Placement:

Lubbock State School - one child was placed in the State School during the project year.

Milams Children's Training Center - one child was concurrently enrolled in Family Link and the Milam Center, and will continue in that placement.

PART V: SUPPORTIVE APPENDICES

Appendix A -- Evaluation Plan

- Home-based Teaching Component
- Services to Children and Families Component
- Community Agency Linkage Component
- Administration and Evaluation Component
- Demonstration and Dissemination Component
- Staff Training Component
- Research Component

Appendix B -- Family Day Agendas

Appendix C -- Newsletter

Appendix D -- Agencies

Appendix E -- Final Report Form

Appendix F -- Diagnostic and Assessment Data

Appendix G -- Family Day Evaluation Results

APPENDIX A

Evaluation Plan

- Home-based Teaching Component -

- Services to Children and Families Component -

- Community Agency Linkage Component -

- Administration and Evaluation Component -

- Demonstration and Dissemination Component -

- Staff Training Component -

- Research Component -

EVALUATION PLAN
FOR
PROJECT FAMILY LINK I

Funded by the Bureau of Education for the Handicapped
United States Office of Education

Texas Tech University
Special Projects Division

July 1, 1979 - June 30, 1980

Component: Home-based Teaching

Major Objective: To replicate the Portage Model while developing necessary modifications for working with the special needs of bilingual/bicultural families in the West Texas area.

Specific Objective	Target Population	Activities to Meet Objectives	Targeted Completion Date	Documentation	Evaluation of Activities	Actual Completion Date
1.1. To provide an individualized instruction plan based on informal and formal assessment	enrolled children	1.1.1. Educational diagnostician or other assessment professional administers appropriate instruments, based on informal observations made during Initial Enrollment Visit	within 2 weeks of Initial Enrollment Visit; to be completed on all children	Diagnostic Assessment form; Diagnostic and Assessment Data form; Testing Reports	Children assessed by appropriate professionals after enrollment	ongoing as children were enrolled
		1.1.2. Based on results of formal assessment, child is diagnosed	following diagnostic assessment (within 2 weeks of Initial Enrollment Visit)	Enrollment Data form; Categorical diagnosis	Following assessment, children diagnosed using BEH criteria	ongoing as children were enrolled
		1.1.3. Home-based teacher informally assesses assigned children using the Alpern-Boll Developmental Profile and the Portage Checklist	within 2 weeks of Initial Enrollment Visit, during Initial Home Visit	Alpern-Boll Developmental Profile;Portage Checklist	Each child assessed by home-based teacher following enrollment	ongoing as children were enrolled
		1.1.4. Home-based teacher determines each child's strengths and weaknesses in five developmental areas	during Initial Home Visit (within 2 weeks of Initial Enrollment Visit)	Portage Checklist	Informal assessment results used to identify strengths and weaknesses and to plan activities	ongoing as children were assessed

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Component: Home-based Teaching

Major Objective: To replicate the Portage Model while developing necessary modifications for working with the special needs of bilingual/bicultural families in the West Texas area.

Specific Objective	Target Population	Activities to Meet Objectives	Targeted Completion Date	Documentation	Evaluation of Activities	Actual Completion Date
		1.1.5. Educational activities are prescribed based on the Portage Model	on-going	activity sheets	Weekly activities planned, based on Portage Checklist	ongoing thru 5-30-80
1.2. To utilize interesting, age-appropriate materials in teaching activities and to leave these materials in the home for the child's exploration	enrolled children	1.2.1. Home-based teachers select and check out appropriate materials from the South Plains Materials Library, or make materials.	on-going	check-out slips Activity Sheets Teacher-made Materials	Teachers checked out materials from South Plains Materials Library which were used in home teaching and were left in homes for at least 1 week	ongoing thru 5-30-80
1.3. To chart the child's weekly progress using the Portage model	enrolled parents and children	1.3.1. a) Teachers plan 2-3 weekly activities per child b) Teachers instruct parents on how to implement and record activities c) Parents implement and record activities daily d) Teachers review activity sheets	on-going	activity sheets	Teachers planned activities and instructed parents in implementation of activities and recording system	ongoing thru 5-30-80
		1.3.2. Teachers log child's progress weekly and evaluate child's performance	on-going immediately following each home visit	Weekly Progress/ Home Visitation Log Behavior Log	Teachers completed Logs after each home visit; Logs were reviewed by Coordinator weekly	ongoing thru 5-30-80
1.4. To measure the impact of intervention activities by maintaining a record of skills acquired, cross referenced with teaching activities.	enrolled families	1.4.1. New developmental skills are entered and dated on the Portage checklist as they are acquired	on-going; immediately following each home visit	Portage Checklist	Teachers maintained records of new skills on Portage Checklist	ongoing thru 5-30-80

Component: Home-based Teaching

Major Objective: To replicate the Portage Model while developing necessary modifications for working with the special needs of bilingual/bicultural families in the West Texas area.

Specific Objective	Target Population	Activities to Meet Objectives	Targeted Completion Date	Documentation	Evaluation of Activities	Actual Completion Date
		1.4.2. A log of Porgage entries is compiled with a cross reference of activities implemented	on-going; immediately following each home visit	Weekly Progress/ Home Visitation Log	Teachers kept records of Portage skills and activities implemented on Logs. Logs reviewed by Coordinator	ongoing thru 5-30-80
1.5. To display the teaching and learning process through photographs of the child engaged in learning activities	enrolled families	1.5.1. Personlized Family Albums are prepared by teachers and distributed to each enrolled family	when home teaching begins (within one month of Initial Enrollment Interview)	Family Album	Each enrolled family received a Family Album, with sections prepared by home-based teachers	ongoing as families were enrolled
		1.5.2. Home-based teachers photograph child and parents; photographs are entered in Family Albums	on-going; photographs taken during home-visits; prints delivered on next home visit	photographs for Family Album	Teachers took photographs at each home visit, and delivered prints on next visit	ongoing thru 5-30-80
1.6. To record the interaction with parents and children on a weekly basis	home-based teacher	1.6.1. Teachers complete the Teacher Assessment form immediately following each home visit	on-going; immediately following each home visit	Teacher Assessment forms	Teacher Assessment forms were completed by home-based teachers after each home visit, and were collected by Coordinator weekly; turned in to Research Team monthly	ongoing thru 5-30-80

Component: Services to Children and Families

Major Objective: To promote positive experiential interactions between and among family member and to utilize a varity of means for promoting these interactions

Specific Objective	Target Population	Activities to Meet Objectives	Targeted Completion Date	Documentation	Evaluation of Activities	Actual Completion Date
2.1. To recruit and enroll projected number of families	handicapped children birth through four years of age, who reside in one of the ten target counties surrounding Lubbock	2.1.1. Coordinator contacts child resource agencies for listings of eligible children	on-going	letter sent to various professionals	Coordinator contacted agencies representatives and school representatives regarding referrals	Letter sent July, 1979 ongoing thru 2-29-80
		2.1.2. Coordinator contacts Child Find representatives for referrals				
		2.1.3. Coordinator contacts Special Education co-op directors in the service area regarding possible referrals				
		2.1.4. Coordinator contacts Public Health Nurses in service area regarding possible referrals.				
		2.1.5. Coordinator contacts school superintendents and elementary principals in the service area for possible referrals				
		2.1.6. Coordinator enrolls eligible children	on-going	Enrollment Data form (list of enrolled children)	Coordinator enrolled eligible children and kept record on enrollment Data Sheet	ongoing thru 2-29-80
2.2. To develop and implement a plan for the provision of needed services	enrolled families	2.2.1. Coordinator and home-based teacher will develop a Family Service Plan for each family	within one month of enrollment	Family Service Plan	Family Service Plans developed for each family; filed in Master file	ongoing as families enrolled
		2.2.2. Coordinator and home-based teacher contact appropriate agencies for linking families to needed services	on-going	Agency Contact Log Family Service Plan	Contacts with agencies made as needed for linking families to appropriate services	ongoing thru 6-30-80

Component: Services to Children and Families

Major Objective: To promote positive experiential interactions between and among family member and to utilize a varity of means for promoting these interactions.

Specific Objective	Target Population	Activities to Meet Objectives	Targeted Completion Date	Documentation	Evaluation of Activities	Actual Completion Date
		2.2.3. Coordinator and home-based teacher will maintain an up-dated Agency Contact Log of services rendered for each assigned family	on-going	Agency Contact Log	All contacts recorded as made, on Agency Contact Log	ongoing thru 6-30-80
2.3. To establish a service for the distribution of clothing to enrolled families	enrolled families	2.3.1. Coordinator and home-based teacher assigned to clothing collection and distribution will set up designated location for collection of clothes	September, 1979	Interoffice memorandum specifying location	Location specified in inter-office memorandum	September, 1979
		2.3.2. Home-based teacher assigned to clothing collection will send memorandum to all Special Projects and College of Home Economics staff requesting donation of old/discarded clothes	September, 1979	Interoffice memorandum	Memorandum sent to all Special Projects and College of Home Economics staff	September, 1979
		2.3.3. Home-based teacher assigned to clothing collection and distribution will compile a record of clothing distributed	on-going	Family Service Log Card file in project office	Records kept on all clothing distributed	ongoing thru 5-30-80
		2.3.4. Home-based teacher will distribute clothes to enrolled families in accordance with needs of Family Service Plan and daily needs of families	on-going	Family Service Log Card File in project office	Clothing distributed as needed by families, and recorded on Family Service Log	ongoing thru 5-30-80
		2.3.5. Home-based teacher will make appropriate city/county clothing agency contacts when donated clothing does not meet needs	on-going	Agency Contact Log Telephone Log	Agencies contacted when when necessary for clothing	ongoing thru 5-30-80

Component: Services to Children and Families

Major Objective: To promote positive experiential interactions between and among family member and to utilize a varity of means for promoting these interactions.

Specific Objective	Target Population	Activities to Meet Objectives	Targeted Completion Date	Documentation	Evaluation of Activities	Actual Completion Date
2.4. To conduct parent training workshop and to provide literature and materials for parents	parents of enrolled children	2.4.1. Coordinator will plan and implement parent training workshops during scheduled Family Days	each Family Day (6 by June, 1980)	Agendas from Family Days; tape recorded sessions	Parent training was provided during the 6 Family Days held during the project year. Topics included: Making materials, nutrition, Christmas activities, Behavior Mgt., legal rights and parent talents	Oct. 5, 1979 Nov. 1, 1979 Dec. 20, 1979 Feb. 7, 1980 Mar. 27, 1980 May 16, 1980
		2.4.2. Coordinator will provide appropriate literature and materials to parents	each Family Day	Agendas from Family Days literature distributed		
2.5. To provide six Family Days, including transportation of families, provision of nutritions meals, educational programs for children, and training sessions for parents	enrolled families	2.5.1. Coordinator and home-based teachers will plan and implement six Family Days	six dates between Sept., 1979 and May, 1980	agendas from Family Days	Six Family Days implemented during the project year	Oct. 5, 1979 Nov. 1, 1979 Dec. 20, 1979 Feb. 7, 1980 Mar. 27, 1980 May 16, 1980
		2.5.2. Home-based teachers and other staff members will provide transportation to and from Family Day site for enrolled families as needed	every Family Day	Travel Plan for Family Days form; Odometer Log for Family Days form; Van rental receipts	Transportation provided to and from Family Days	dates listed above
		2.5.3. Project will provide nutritious meals for each participant at each Family Day	every Family Day	menu food receipts	Nutritionally balanced meals furnished at each Family Day	dates listed above
		2.5.4. Project staff will provide an educational program for children each Family Day	every Family Day	Agendas	Learning centers, puppet shows, songs, and crafts were included.	dates listed above
		2.5.5. Coordinator will conduct training sessions for parents during Family Days	each Family Day	Agendas from Family Days	Training provided for parents during Family Days Topics listed in 2.4.1	dates listed above

Component: Services to Children and Families

Major Objective: To promote positive experiential interactions between and among family member and to utilize a varity of means for promoting these interactions.

Specific Objective	Target Population	Activities to Meet Objectives	Targeted Completion Date	Documentation	Evaluation of Activities	Actual Completion Date
2.6. To provide a scrapbook and photographs		2.6.1. Teachers will prepare and distribute personalized Family Albums to enrolled families	when home teaching begins (within one month of Initial Enrollment Interview)	Family Album	Each family received Family Album; Coordinator reviewed albums periodically	ongoing thru 5-30-80
		2.6.2. Teachers photograph child and parents during each visit so that pictures may be entered in Family Albums	on-going during each home visit	pictures for Family Album	Pictures taken during home visits and Family Days; distributed to families and included in albums	ongoing thru 5-30-80
		2.6.3. Staff members photograph child and family during Family Days and pictures are entered in Family Albums	each Family Day	pictures for Family Album		
		2.6.4. Participants in Family Day activities sign the "Family Friends" section of the Family Album	each Family Day	"Family Friends" section of Family Album	Entries in "Family Friends" section made during Family Days	Scheduled Family Days: 10-5-79 2-7-80 11-1-79 3-27-80 12-20-79 5-16-80
		2.6.5 Teachers will help parents complete "Family History" page and up-date "Family Fun" section	"Family History" page to be completed when album distributed; "Family Fun" section on-going	Family Album	Sections were completed as appropriate	ongoing thru 5-30-80
		2.6.6. Home-based teachers maintain Duplicate Family Albums in project office	on-going	Duplicate Family Album	Duplicate Family Albums were maintained in project office	ongoing thru 5-30-80

Component: Services to Children and Families

Major Objective: To promote positive experiential interactions between and among family member and to utilize a varity of means for promoting these interactions.

Specific Objective	Target Population	Activities to Meet Objectives	Targeted Completion Date	Documentation	Evaluation of Activities	Actual Completion Date
2.7. To provide families with a directory of all enrolled families	enrolled families	2.7.1 Coordinator and home-based teachers will compile and distribute a Family Link Directory, which will include name, address, phone number, and child enrolled for each family enrolled in Link I.	October, 1979 (updated as needed)	Family Link Directory	Directory compiled and translated into Spanish; distributed to enrolled families and updated as new families enrolled	Distributed December, 1979 ongoing thru 5-30-80
2.8. To develop and implement an IEP for each enrolled child	enrolled children	2.8.1. Following initial assessment, coordinator, home-based teacher and parents will develop an IEP for each child based on his/her developmental needs as identified through assessment	within one month of initial assessment	written IEP for each child	IEP written for each child following assessment, before teaching began	ongoing as children were enrolled
		2.8.2. Home-based teacher will implement the IEP for each assigned child	on-going	Activity Sheets	Goals and objectives of IEP implemented during weekly home visits	ongoing thru 5-30-80
		2.8.3. Coordinator, home-based teacher and parents will evaluate the IEP periodically to ensure that goals and objectives are updated and appropriate	approximately every 3-4 months for each child	IEP	IEP's re-evaluated periodically for each child	ongoing thru 5-30-80

Component: Community Agency Linkage

Major Objective: To aid in the coordination of efforts of local support agencies and school districts by acting as a liason agency on behalf of families.

Specific Objective	Target Population	Activities to Meet Objectives	Targeted Completion Date	Documentation	Evaluation of Activities	Actual Completion Date
3.1. To assess each family's needs in the areas of Material needs; health needs; educational needs; and social needs	enrolled families	3.1.1. Coordinator and home-based teacher complete Family Service Plan for each family	within one month of enrollment	Family Service Plan	Family Service Plans were written for each family, and placed in master file	ongoing as families were enrolled
3.2. To develop and implement a plan for the provision of needed services to each family	enrolled families	3.2.1. Home-based teacher will maintain a list of appropriate agencies (based on needs identified in Family Service Plan) in the "Family Friends" section of the Family Album	on-going	Family Album; Family Services Plan	Agency Contact Logs were placed in Family Albums for each family and updated	ongoing thru 5-30-80
		3.2.2. Project staff will assist families in securing needed services as appropriate	on-going	Agency Contact Log	Staff helped families get needed services, and documented them on Agency Contact Logs	ongoing thru 6-30-80
3.3. To facilitate the family's communication and interaction with community agencies	enrolled families	3.3.1. Project staff will contact appropriate agencies for obtaining information/ services identified on Family Service Plan	on-going	Family Service Plan; Agency Contact Log	Staff made necessary contacts to meet needs of families, and recorded them on Agency Contact Logs	ongoing thru 5-30-80
		3.3.2. Coordinator and home-based teacher will maintain updated Agency Contact Log for each assigned family	on-going	Agency Contact Log	Ongoing Agency Contact Logs were updated as needed, both in master file and in Family Albums	ongoing thru 6-30-80

Component: Community Agency Linkage

Major Objective: To aid in the coordination of efforts of local support agencies and school districts by acting as a liason agency on behalf of families.

Specific Objective	Target Population	Activities to Meet Objectives	Targeted Completion Date	Documentation	Evaluation of Activities	Actual Completion Date
		3.3.3. Home-based teacher will update list of appropriate agencies each family's Family Album	on-going	"Family Friends" section of Family Album	Agency Contact Logs in Family Albums were updated as contacts were made	ongoing thru 6-30-80
3.4. To develop and implement a system for information-sharing with school districts in the service area	school officials, Child Find representations, public school personnel	3.4.1. Coordinator will maintain contact with Child Find representatives and school officials regarding Link I children who will be eligible for public school, to facilitate transition	on-going	notations on Agency Contact Log Letters Telephone Log	Contacts were made through meetings, letters, and telephone calls	ongoing thru 6-30-80
		3.4.2. Coordinator will maintain contact with programs in which Link I children are concurrently enrolled, to insure coordination of programs	on-going	Agency Contact Log Telephone Log Letters	Frequent contacts were made with administrators and teachers in programs in which Link I children were enrolled	ongoing thru 6-30-80
		3.4.3. Coordinator and home-based teacher will share IEP's written for enrolled children with school officials in the district where the child resides	on-going	Agency Contact log	Officials contacted; meetings held in spring of 1980	ongoing thru 6-30-80

Component: Administration and Evaluation

Major Objective: To monitor and evaluate project activities as a means of insuring an effective, coordinated service delivery system

Specific Objective	Target Population	Activities to Meet Objectives	Targeted Completion Date	Documentation	Evaluation of Activities	Actual Completion Date
4.1. To plan and prioritize project activities on a monthly basis	Project Coordinator	4.1.1. Coordinator completes Monthly Project Program Planning Chart and Reporting Form, following the TRY-S System, using staff calendars and Weekly Implementation Forms	15th of each month for the upcoming month	completed MPPPC	MPPPC completed by Coordinator by 15th of each month; turned in to Wing II Specialist by 15th	ongoing thru 6-30-80
	Coordinator and staff	4.1.2. Coordinator and staff complete monthly calendars for upcoming month, showing scheduled activities, following the TRY-S System.	15th of each month for the upcoming month	completed monthly calendars	Monthly calendars completed and turned in by 15th of each month	ongoing thru 6-30-80
4.2. To schedule activities on a weekly basis	Project staff	4.2.1. Home-based teachers will complete and turn in to coordinator individual Weekly Implementation Forms, based on monthly calendar (4.1.2.)	2 weeks prior to week of implementation	Completed Weekly Implementation Forms	Completed W.I.F. turned in each Friday, detailing activities to be implemented in 2 weeks	ongoing thru 5-30-80
4.3. To conduct weekly staff meetings for the purpose of documentation and planning	Project staff	4.3.1. Coordinator and home-based teachers will have regular weekly staff meetings (each Friday), for the purpose of planning, receiving documentation packets, turning in documentation packets, checking files, etc.	each Friday	Weekly Report Log Calendars	Staff meetings held each Friday; documentation materials turned in, files updated, team planning	ongoing thru 5-30-80
4.4. To assign each staff person with a project responsibility	Project staff	4.4.1. Coordinator will assign each staff member a specific task, to be carried out during the year	Sept. 7, 1979 for assignments responsibilities ongoing	notes from staffing	Tasks assigned during September preservice; staff members assumed responsibilities as of September 7, 1979	Sept., 1979 for assignments; ongoing thru 5-30-80

Component: Administration and Evaluation

Major Objective: To monitor and evaluate project activities as a means of insuring an effective, coordinated service delivery system

Specific Objective	Target Population	Activities to Meet Objectives	Targeted Completion Date	Documentation	Evaluation of Activities	Actual Completion Date
4.5. To develop a system for documentation of project activities	Project staff and coordinator	4.5.1. Staff will receive packet of forms for documentation of home-teaching activities at staff meeting each Friday, and will turn in to coordinator the completed packet from the previous week, to be checked off master list	on-going	Weekly Report Log Completed documentation forms	Staff members received packets each Friday and turned in completed forms from weekly activities	ongoing thru 5-30-80
		4.5.2. Coordinator will be responsible for maintaining specific documentation forms regarding various project activities	on-going	Documentation forms listed in Procedural Guide	Coordinator maintained documentation required by Procedural Guide	ongoing thru 6-30-80
		4.5.3. Staff will complete Travel Plan for Family Days form prior to each Family Day, and Coordinatorwill complete Odometer Log for Family Days	each Family Day	Travel Plan on Family Days forms Odometer Log for Family Days form	Travel Plans and Odometer Logs completed for each Family Day held	Each Scheduled Family Day: 10-5-79 3-27-80 11-1-79 5-15-80 12-20-79 2-7-80
4.6. To develop and implement a system for monitoring home-based teaching activities	Project staff	4.6.1. Coordinator will develop a monitoring system for home-based teaching	Sept. 1, 1979	Procedural Guide (section on monitoring of Home Visits)	Monitoring system developed and implemented as of September 1, 1979	September 1, 1979
		4.6.2. Coordinator will maintain records on required documentation for home-based teaching, to be turned in and checked weekly	on-going	Weekly Report Log	Coordinator maintained Weekly Report Log for recording documentation materials turned in by teachers	ongoing thru 5-30-80
		4.6.3. Coordinator will make periodic announced and unannounced home visits during regularly-scheduled visits by home based teachers	on-going	coordinator's notes schedules, etc.	Coordinator made home visits on a periodic basis	ongoing thru 5-30-80

Component: Administration and Evaluation

Major Objective: To moniotr and evaluate project activities as a means of insuring an effective, coordinated service delivery system

Specific Objective	Target Population	Activities to Meet Objectives	Targeted Completion Date	Documentation	Evaluation of Activities	Actual Completion Date
4.7. To develop a procedures manual for Family Link I to define procedures, responsibilities, and policiesof the project	Project staff	4.7.1. Coordinator will develop a Procedural Guide of policies, job responsibilities, documentation procedures, etc., for all areas of project activities.	Sept.1, 1979	Procedural Guide	Procedural Guide developed by Coordinator, and inplemented as of September 1, 1979	September 1, 1979 (policies set forth are on-going)
4.8. To develop and implement a system for evaluation of project activities	Project staff	4.8.1. Project staff will develop an overall evaluation plan which address specific objectives and activities for each component of the project for the upcoming year	Sept., 1979	Evaluation Plan	Evaluation plan developed for activities for project	August 15, 1979 (submitted to WESTAR 9-79)
		4.8.2, Project staff will maintain ongoing evaluation of specific activities through documentation forms, staff evaluation using the Skills Inventory for Teacher, evaluation of Family Days, and others as appropriate	on-going	documentation forms SIFT evaluation forms as needed	Evaluation of project activities was maintained through specific procedures listed	ongoing thru 6-30-80

Component: Demonstration and Dissemination

Major Objective: To promote the replication or adaptation of the model within the local geographic region and nationally, and to disseminate all innovative approaches resulting from model development.

Specific Objective	Target Population	Activities to Meet Objectives	Targeted Completion Date	Documentation	Evaluation of Activities	Actual Completion Dat
5.1. To create an awareness of project services in the target area	agencies in the target area	5.1.1. Staff will make contacts with various agencies in the service area, describing the project and its services	on-going	letters sent to agencies; Telephone Log	Contacts were made with numerous agencies regarding project services	ongoing thru 5-30-80
		5.1.2. Staff will disseminate Family Link and the Family Album booklet to various agencies in the service area	on-going	Dissemination Log	Booklet was disseminated throughout the service area	ongoing thru 6-30-80
5.2. To disseminate information about project activities on a regional and national level	public at large	5.2.1. Project staff will write and submit article discribing project and its products to WESTAR and TADS for inclusion in their newsletters	Fall, 1979	article	Article submitted to WESTAR & TADS	[illegible]ary, 1980
		5.2.2. Project staff will disseminate information about the 16mm film The Fortunate Few and will facilitate its viewing	on-going	registration of viewers	Film was shown on several occasions; Log was kept regarding viewing audience	ongoing thru 6-30-80
		5.2.3. Project staff will disseminate program booklet Family Link are the Family Album regionally and nationally	on-going	Dissemination Log	Booklet was disseminated and log was kept regarding recipients	ongoing thru 6-30-80
5.3. To present project activities at conferences and workshops on a regional and national level	public at large	5.3.1. Project staff will attempt to present a session on Family Link I at the CEC Convention and ACEI Convention (if proposals accepted)	CEC - April, 1980 ACEI - April, 1980	Conference Proposal	Proposals sent but not accepted. Presentations were made at three other conferences	Jan., 1980 Mar., 1980 May, 1980
		5.3.2. Project staff will participate in other conferences as scheduled during year	on-going as scheduled	Conference agenda	Staff particiapted in several conferences, either as presentor or participant	ongoing as conferences occurred

Component: Demonstration and Dissemination

Major Objective: To promote the replication or adaptation of the model within the local geographic region and nationally, and to disseminate all innovative approaches resulting from model development.

Specific Objective	Target Population	Activities to Meet Objectives	Targeted Completion Date	Documentation	Evaluation of Activities	Actual Completion Date
5.4. To develop a publication on the training of para-professionals	public at large	5.4.1. Project staff will develop a manual on the training of paraprofessionals as home-based teachers of preschool handicapped children in a rural area	Fall, 1979	Manual	Manual in progress	Not completed as of 6-30-80
		5.4.2. Project staff will disseminate the manual regionally and nationally	on-going	Dissemination Log		

Component: Staff Training

Major Objective: To provide training for staff to develop skills and knowledge in working with handicapped children and their families.

Specific Objective	Target Population	Activities to Meet Objectives	Targeted Completion Date	Documentation	Evaluation of Activities	Actual Completion Date
6.1. To provide in-service training on the general organization and administration of projects in the Special Projects Division	Project staff	6.1.1. Staff will spend one-two days in in-service training for orientation to projects within the Special Projects Division and the TRY-S method of planning and organization	week of Sept. 3-7, 1979	project materials distributed agendas for in-service training	Inservice held Sept. 4 and 5; SPD projects and TRY-S system explained	September 4 and 5, 1979
6.2. To provide in-service training on the policies, procedures, and administration of Project Family Link I	Project staff	6.2.1. Staff will spend one-two days in pre-service training on Link I administration, including policies discussed in the Procedural Guide; how to complete all forms, especially research team forms, etc.	week of Sept. 3-7, 1979	Procedural Guide agenda for orientation pre-service	Preservice held for Link I and Link II staff. Procedural Guide explained in detail	September 6 and 7, 1979
6.3. To provide training for the development of skills in working with handicapped children and parents	Project staff	6.3.1. Staff will spend one day in pre-service training on handicapped conditions, developmental guidelines, and suggestions for working with handicapped children.	week of Sept. 3-7, 1979	agenda for pre-service training handouts used for pre-service training	Inservices held periodically to address these concerns	periodically thru 5-30-80
		6.3.2. Staff will be provided with in-service training on materials to make and use with handicapped children and library materials that are appropriate for various developmental levels.	October, 1979	In-service agenda handouts	Inservice on materials was provided by Betty Peel, SPD staff member and Coordinator of Materials Library	October, 1979
		6.3.3. Staff will be provided with in-service training on using the Portage Model	Sept. 14, 1979	agenda handouts	Discussion of Portage during Inservice	September 14, 1979

Component: Staff Training

Major Objective: To provide training for staff to develop skills and knowledge in working with handicapped children and their families.

Specific Objective	Target Population	Activities to Meet Objectives	Targeted Completion Date	Documentation	Evaluation of Activities	Actual Completion Date
		6.3.4. Staff will be provided with in-service training on skills needed when working with the handicapped child by Special Projects Division staff and/or consultants	as needed	agendas handouts, RAP Materials	Inservices held throughout the year on such topics as motor development, behavior management, and materials; Coordinator provided periodic individual consultations to teachers	ongoing thru 5-30-80
		6.3.5. Staff will be provided with training on the needs, concerns, and feelings of parents of handicapped children by Special Projects Division staff and/or consultants		Project LATON Materials		
6.4. To give staff the opportunity to participate in workshop and conferences related to working with handicapped children and families	Project staff	6.4.1. Staff will be given the opportunity to attend/participate in various local and state conferences, as feasible	on-going	Conference agendas	Staff attended 11 conferences during the year, either as presentors or participants	ongoing thru 6-30-80
	Project Coordinator	6.4.2. Coordinator will attend the BEH Conference in Washington, D.C.	Fall, 1979	Conference Agenda	Coordinator attended conference held in Washington	Dec. 3 - 7, 1979
6.5. To use the Skills Inventory for Teachers in providing an evaluation for staff members	Project Staff	6.5.1. Coordinator will observe each teacher and complete specific sections of the SIFT, related to home-based teaching, at least twice during the year.	October, 1979 January, 1980 (optional) April, 1980	SIFT on file in each teacher's folder, to be confidential	Coordinator completed observations and evaluations; provided teachers with feedback	Oct. - Nov., 1979 April - May, 1980
	Project Coordinator	6.5.2. Coordinator will complete specific sections of the SIFT, related to administrative tasks, at least twice during the year	October, 1979 January, 1980 (optional) April, 1980	SIFT on file in coordinator's folder	Coordinator completed SIFT sections related to administrative tasks	Nov., 1979 May, 1979

Component: Staff Training

Major Objective: To provide training for staff to develop skills and knowledge in working with handicapped children and their families.

Specific Objective	Target Population	Activities to Meet Objectives	Targeted Completion Date	Documentation	Evaluation of Activities	Actual Completion Date
6.6. To utilize manuals on training of paraprofessionals in staff development	project staff	6.6.1. Coordinator will implement procedures, ideas, etc. from the manual on the training of paraprofessionals (see 5.4.) as appropriate in staff development activities	on-going	Manuals on training of paraprofessionals In-service agendas	Manual in progress; some concepts utilized in staff development	Not completed as of 6-30-80

Component: Research

Major Objective: To assess the effectiveness of all components; and to measure the program's impact.

Specific Objective	Target Population	Activities to Meet Objectives	Targeted Completion Date	Documentation	Evaluation of Activities	Actual Completion Date
7.1. To measure the impact of the home-based teaching component	enrolled families	7.1.1. Staff collects data during Initial Home Visit, including family data and assessment data	two weeks after Initial Enrollment Visit	Interview Packet	Data collected on Parent Interview packet and turned in to Research Team	ongoing as families enrolled
		7.1.2. Staff collects data toward end of program year or date of family's termination from project	April-May 1980	Post-assessments	Post-assessments performed on enrolled children	May, 1980
		7.1.3. Research team analyzes pre and post data	June, 1980	Computer printout	Research team analyzed data	June, 1980
7.2. To measure the impact of the delivery of support services to families	enrolled families	7.2.1. Staff records support services delivered for each family	on-going	Family Service Plan Agency Contact Log	Support services were recorded on Agency Contact Logs and Family Service Log	ongoing thru 5-30-80
		7.2.2. Teachers complete Teacher Assessment form after each home visit	on-going; immediately following each home visit	Teacher assessment form	Teacher Assessment forms completed after each home visit; turned in to Research team monthly	ongoing thru 5-30-80
		7.2.3. Staff evaluates Family Days and Family Albums through observations, attendance at Family Days and for home visits, and with evaluation forms as appropriate	on-going	notes; Registration at Family Day; Weekly Attendance Reports	Evaluation forms developed for Family Days; Attendance Log kept for home visits. Staff made informal observations	ongoing thru 5-30-80
		7.2.4. Research team analyzes and measures any change in parental attitudes	June, 1980	Teacher Assessment forms	Parent attitude data analyzed by research team	June, 1980

Component: Research

Major Objective: To assess the effectiveness of all components; and to measure the program's impact.

Specific Objective	Target Population	Activities to Meet Objectives	Targeted Completion Date	Documentation	Evaluation of Activities	Actual Completion Date
7.3. To measure the impact of the project's coordination with agencies in the service area	agencies within the service area	7.3.1. Staff records agency contacts, including telephone referrals, meetings with agency representatives, etc.	on-going	Agency Contact Log; Telephone Log; Referral Forms	Contacts with agencies were recorded as made	ongoing thru 6-30-80
		7.3.2. Staff and Research Team compile data on agency contacts	June, 1980	Frequency Chart of Services	Data compiled	June, 1980
7.4. To measure the impact of demonstration and dissemination efforts.	public at large	7.4.1. Coordinator maintains a log of persons receiving the booklet Family Link and the Family Album	on-going	Dissemination Log	Coordinator maintained Dissemination Log for persons receiving booklet	ongoing thru 6-30-80
		7.4.2. Staff maintains a record of the number of persons who view The Fortunate Few	on-going	Registration records	Coordinator maintained viewing log of persons who saw film	ongoing thru 6-30-80
		7.4.3. Staff compiles tally of persons impacted by demonstration/dissemination effort	June, 1980	Annual Report	Demonstration/ dissemination efforts reported in Final Report	June, 1980
7.5. To measure the impact of staff training	project staff	7.5.1. Research team will analyze the SIFTs completed on each teacher to determine effectiveness of staff training	January, 1980 May, 1980	SIFT	Results of SIFTS analyzed	June, 1980
		7.5.2. Staff will implement concepts learned during pre/in-service training	on-going	Weekly documentation forms notes from observations during home visits	Staff implemented some of the concepts learned during staff development activities	ongoing thru 6-30-80

APPENDIX B

Family Day Agendas

FAMILY DAY I AGENDA
October 5, 1979

Parent's Program

Family Link I
Family Link II

9:30-10:00	Arrival Registration	Mesa Room - University Center
10:00-10:30	Welcome Introductions: Anita Vestal Wing II Specialist Overview of Family Link I: Jamie Tucker Family Link I Coordinator Overview of Family Link II: Tom Rhea Family Link II Coordinator	Mesa Room
10:30-12:00	"Materials to Make and Use with Young Children" -Demonstration and discussion of materials -Participants make one or more materials	Mesa Room
12:00-1:00	Lunch (all) Invocation: Mr. Reed, Co-Director of Family Link II	Blue Room - University Center
1:00-1:30	"Materials to Make and Use with Young Children" (con't) -Participants complete any materials -Parents practice using materials with their children	Mesa Room
1:30-1:45	Closing Remarks: Jamie Tucker Tom Rhea Adjournment	
1:45-2:00	Load Vans	

FAMILY DAY II AGENDA
November 1, 1979

Parents' Program
Family Link I
Family Link II

9:30-10:00	Arrival, Registration	Home Economics Bldg, Room 301
10:00-10:15	Welcome, Introductions-- Jamie Tucker Tom Rhea	
10:15-11:45	Nutrition--Vickie Lillard 1) Discussion 2) Participation	
11:45-1:00	Lunch Invocation-- Mr. Walter Reed	Lubbock Room, University Center
1:00-1:30	Nutrition 1) Activity--Vickie Lillard 2) Fingerplays, Songs-- Nelle Watson	Diagnostic Center, SPD
1:30-1:45	Evaluation, Closing Remarks-- Jamie Tucker Tom Rhea	
1:45	Board Vans	

FAMILY DAY III AGENDA
December 20, 1979

Parents' Program
Family Link I
Family Link II

9:30 - 10:00	Arrival, Registration	Coronado Room, University Center
10:00 - 10:10	Welcome, Introduction -- Jamie Tucker Tom Rhea	
10:10 - 11:20	Christmas Activities -- - Participants make one or more Christmas decorations	
11:20 - 11:30	Clean up	
11:30 - 12:30	Lunch — parents, children, and staff Invocation by Mr. Walter Reed	Coronado Lounge, University Center
12:30 - 1:45	Tour of South Plains Mall (board vans at University Center)	South Plains Mall
1:45 - 2:00	Board vans	

FAMILY DAY IV AGENDA
February 7, 1980

Parent's Program
Family Link I
Family Link II

9:30-10:00	Arrival, Registration	Coronado Room University Center
10:00-10:10	Welcome -- Jamie Tucker Tom Rhea	
10:10-12.00	Behavior Management -- Link staff	
12:00-1:00	Lunch	Coronado Lounge, University Center
1:00-1:45	Slide Presentation "Free Garage Sale"	Coronado Room, University Center
1:45	Board Vans	

FAMILY DAY V AGENDA
March 27, 1980

PARENTS' PROGRAM

Family Link I
Family Link II

9:30 - 10:00	Arrival Registration	Coronado Room University Center
10:00 - 12:00	"Legal Rights of Handicapped Children and Their Families" -- Dr. Louadah Waggoner Child Find Coordinator Region XVII Education Service Center Kenneth Allen, SSI - Disabled Children's Program, Texas Department of Health	
12:00 - 1:00	Lunch	Coronado Lounge University Center
1:00 - 1:45	Easter Activities	Coronado Room
	1) Rabbit Masks 2) Easter Lotto 3) Decorated Eggs	University Center
1:45	Board Vans	

FAMILY DAY VI

May 16, 1980

Parents' Program
Family Link I
Family Link II

9:30 - 10:00 a.m.	Arrival Registration	Coronado Room University Center
10:00 - 11:15 a.m.	"Parent Talents" - - Learning Center Activities: - Mrs. Gallegos - Mrs. Lawson - Mrs. Cortez - Mrs. Garcia	
11:15 a.m. - 12:00 p.m.	"Tattle Tooth" - - Irma Quezada	
12:00 - 1:00 p.m.	Lunch	Coronado Lounge
1:00 - 1:30 p.m.	Graduation - - Mr. Walter Reed	Coronado Room
1:30 - 1:45 p.m.	Flannelboard Story - - Mrs. Gallegos	
1:45 p.m.	Board Vans	

APPENDIX C

Newsletter

Project Family Link I and Family Link II
Special Projects Division
Texas Tech University
Lubbock, Texas

January - February, 1980

**********Welcome Back**********

We are glad to have all of you back with us in the New Year. We hope you had a happy holiday. We are looking forward to a busy and happy spring with you and your family.

Bien Venidos

Estamos bien alegres de que estan con nosotros otra ves despues del año nuevo. Ojalá hagan tenido un feliz día festivo. Esperamos tener un Sprung ocupado y feliz con usted y sus niños/niñas.

**********Family Day IV**********

Our next Family Day will be Thursday, February 7. We will talk about children's behavior and how to get your child to do what you want him/her to do. After lunch, we will show you the slides we took of your children for the slide show. Then you will have a chance to look through all the things we have collected - toys, clothes, and household items - and pick out some you need to take home.

We think it will be a fun day, so please try to come!

Día de Familias IV

El próximo día de familias va a ser el jueves, día siete de Febrero. Vamos hablar de niños y sus modos de portarase y como los deciden que hagan lo que ustedes quieren. Despues de comer les vamos enseñar los fotos de sus niños/niñas y de ustedes que agaramos. Despues vamos a enseñarles las colecciónes que tenemos -- juguetes, ropa, y cosas de la casa. Tambien ustedes pueden llevarse lo que necesitan.

Esperamos que vaya a ser un día alegre, solo que favor de venir!

**********Family News**********

Oscar Camacho, a 2 year old boy in Link I, had surgery in December. He had tubes put in his ears to help him hear better. He is doing fine, and, according to Mrs. Camacho, is like a different boy. We're glad everything went well, Oscar!

At Family Day III, in December, everybody who came got to make four Christmas decorations. After lunch, we went to South Plains Mall to see Santa Claus, and each child got to have his/her picture taken with Santa Claus. It was fun!

Other News:

- Dominica Garcia (Spur) has started walking by herself
- Zachary Hughes (Levelland) got his cast off his legs
- John Hamilton's mother made him a special chair (Afton)
- John Brito (Lubbock) is back from Galvestor, where he went for tests

Noticias de Familia

Oscar Camacho un niño de dos años en Link I lo habían operado en Diciembre. Le ponerron tubos en sus oídos para que escuche mas bien. Él esta muy bien y su mamá nos reporta que es un niño diferente. Estamos bien alegres que todo salio bien, Oscar!

El día de familias III en Diciembre todos lo que se juntaron haceron adornos del día de feliz navidad. Despues de comer fuímos a la mall para ver a Santa Claus, y cada niño y niña se retrato con Santa Claus. Nos divertimos bastante!

Otras Noticias:

- Dominica Garcia (Spur) empezo andar independiente
- Zachary Hughes (Levelland) le quitaron el "cast" de la pierna
- John Hamilton - Su mamá le hizo una silla especial. (Afton)
- John Brito (Lubbock) regreso de Galveston, donde el fué para examenes.

**********Link News**********

Link I has enrolled several new families. They are: the Cortez family (daughter Irene) in Lockney, the Mendoza family (son Randy) in Lockney, the Antuna family (daughter Herminia) in O'Donnell, the Torrez family (son Jonathan) in Abernathy, the Ramirez family (son David) in Seminole, and the Widman family (daughter Chasity) in Levelland. Chasity was in Link I last year, and we're glad she's back. We want to welcome all of you to the Link I family!

Link I staff members are sad because we will be losing one of our home-based teachers. Sandra Salazar has been accepted to nursing school, and will leave us on February 1. We will miss her, but we wish her all the luck in her new school.

Jamie Tucker

Link News

Link I ha registrado muchas familias nuevas, que son los Cortez (la hija, Irene) que viven en Lockney, los Mendoza (hijo Randy) en Lockney, los Antuna (la hija, Herminia) en O'Donnell, los Torrez (hijo Jonathan) en Abernathy, los Ramirez (hijo, David) en Seminole, y los Widman (hija, Chasity) en Levelland. Chasity estaba en Link I el año pasado, y estamos alegres que regreso patras. Queremos a decirles que estan bienvenidos.

Link I esta muy triste por que una de las maestras se va a ir. Sandra Salazar va ir a la escuela de enfermera y su ultimo día va a ser el primero de Febrero. Le vamos echar menos pero le deseamos felicidad en sus estudios.

Jamie Tucker

Link II people have been very busy doing screenings on Head Start children in Levelland, Anton, Three-Way, Spur, Lorenzo, McAdoo and Brownfield. We also are making home visits to our enrolled families, and hope to enroll more soon.

Tom Rhea

Link II ha estado bien ocupado haciendo examenes en los niños de "Head Start" en Levelland, Anton, Three-Way, Spur, Lorenzo, McAdoo, y Brownfield. Estamos haciendo visitas con nuestras familias y ojalé y registemos mas, pronto.

Tom Rhea

**********Good Ideas**********

Here are some things you can do at home with your child.

Buenas Ideas

Aquí hay unas cosas que puedan hacer con sus niños/niñas en sus casas.

1) Cooking

It's really easy to cook with your child, and it can be a great learning experience for him/her. Here are some easy cooking ideas:

Popcorn -- pop popcorn with your child, and encourage him/her to listen (to the popping), look (at the kernels before and after they pop), smell (the popcorn as it pops), feel (the kernels before and after they pop), and taste!

Toasted Cheese Rolls -- Let your child spread grated cheese (mixed with a little salt and mustard) on a piece of bread. Roll the bread up (like a jelly roll) and fasten with toothpicks. Toast in the oven at 350° for a few minutes.

Donuts -- You can make donuts from canned biscuits. Separate the biscuits and make each into a donut shape by pulling dough from the center (It should look like this: ⊙) Fry the donuts in hot oil; turn once. You can roll them in sugar or eat them plain.

Cocinar (guisar)

Es bien fácil para concinar con su niño/niña y tambien el/ella puede aprender y conseguir experiencia. Aquí estan unas cosas que pueden cocinar.

Maíz -- Exploten maíz con sus niños/niñas y inciten que escuchen el sonido ligero, miren el maíz antes y despues de guisarlo, oler el maíz cuando se este gisando, tenten el maíz antes y despues de guisarlo, y luego comanselo!

Rodar de queso tostado -- Dejen a su niño/niña que cubran el queso (mezclar el queso con poquita sal y mostaza) en un pedazo de pan. Rolen el pan (como un rodar de jalea) y amarren con un palillo. Tostenlo por unos minutos en 350°.

Donuts -- Puede hacer "donuts" de bizcoche de bote. Separen los bizcoches y hagan cada uno como una forma de "donut" y tiran los bizcoches del medio. (Se mirada como este foto: ⊙) Freir las "donuts" en aceite caliente; se voltea una vez. Usted puede rolar el bizcoche en azúcar o comerselo puro.

2) Sink and Float

Give your child a large dish pan filled with water and many different objects (such as a small piece of wood, a spoon, a crumpled-up piece of paper, a rock, a rubber band, etc.) Let him/her put one object at a time in the water to see what sinks (falls to the botton) and what floats (stays on top of the water).

Hundirse y flotarse

Dele a sus niño/niña un vasija de platon lleno de agua y diferentes objetos. (Un pedazo de madera, una cuchara, un pedazo de papel arrugardo, una roca, y un elastico, etc.) Dejen que su niño/niña heche los objetos en agua para que ellos miren que cosas se hunden y que cosas flotean.

3) Clothes Pins

Give your child some clothespins and a box (such as a shoe box). Have your child clip the clothespins around the edge of the box. This helps develop fine motor skills (small muscle control in your child's hands and fingers.)

Pinza para tender la ropa

Dele a su niño/niña unas pinzas para tender la ropa y una caja (caja de zapatos). Tenga a su niño/niña que corte al rededor de la orilla de la caja. Esto le ayuda a descubrir el "fine motor," (que es la fuerza de los musculos) tambien control en las maños y los dedos.

*Here are some ideas for Valentine's Day, February 14.

*Aquí hay unas ideas para el día de San Valentín que es el catorce de Febrero.

4) Eggshell Valentines

Save and clean empty eggshells. Let your child crush the eggshells with a rolling pin or something similar. Cut a heart from red construction paper. Let your child drop glue on the heart and sprinkle the eggshells over the glue.

"Eggshell" Valentíns

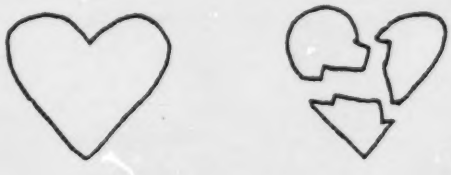
Salven y limpien las "eggshells" vacías. Dejen a sus niño/niña que aplasten el "eggshell" con un rolo o algo similar. Corten un corazon de un papel colorado. Dejen a sus niño/niña que le heche la pegadura en el corazon y que heche el "eggshell" con una cantidad pequeña sobre la pegadura.

5) Valentine Jigsaw Puzzle

Make a jigsaw puzzle by cutting a heart shape into several pieces. Then let your child put the pieces back together to make the heart.

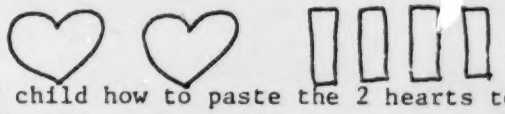
Valentín Jigsaw Puzzle

Hagan un "jigsaw" puzzle cortando una forma de corazon en muchos pedazos. Despues dejen a sus niño/niña que pongan el corazon de puzzle juntos.

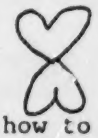


6) Valentine Goblin

Cut out 2 red heart shapes and 4 long shapes, like this:



Show your child how to paste the 2 hearts together, point to point, like this:



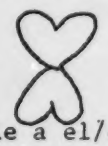
Then show him/her how to fold the strips back and forth, like an accordian fan. Paste one on each side of the top heart for arms, and paste two at the bottom for legs, like this:

Then draw a face on your goblin!

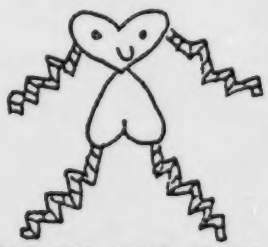
Valentín "Goblin"

Corten dos formas de corazónes colorados y cuatro formas asi:

Señalar a su niño/niña como pegar dos corazónes juntos, punto a punto, asi:



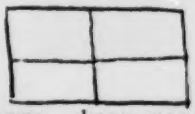
Despues señarle a el/ella como doblar los pedazos de tras y adelante, como un acordion de abanico. Pegen uno en cada lado arriba del corazón para manos, y pegen dos abajo para piernas, asi:



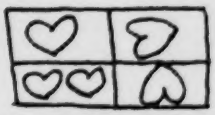
Depues pinten una cara en su "goblin!"

7) Valentine Match

On a piece of cardboard, draw some lines to make squares, like this:



In each square, draw some hearts in different positions, like this:

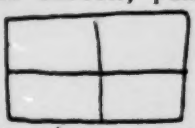


Make a set of cards with one of the heart designs on each card, like this:

Then let your child match a card to the right picture.

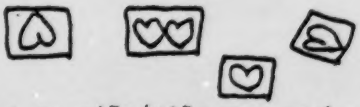
Valentín Mecha

En un pedazo de cartón, pinten unas lineas para hacer cuadros asi:



En cada cuadro, pinten unos corazónes en diferentes posiciónes, asi:

Hagan unas pares de cartas con unos de los corazónes en cada carta, asi:



Despues deje a su niño/niña que meche una carta con el retrato que va.

Family Link I is funded by United States Office of Education to the Special Projects Division, Texas Tech University.
Family Link II is funded by the Administration of Children, Youth, and Families to the South Plains Community Action Program.
Dr. Mary Tom Riley, Associate Professor and Director of the Special Projects Division, serves as the Director of Family Link I; Dr. Riley and Mr. Walter Reed, South Plains Community Action Head Start Director, co-direct Family Link II.

APPENDIX D

Agencies

LINKAGE AGENCIES

The following agencies were contacted at least once by project staff to arrange for collaborative services on behalf of enrolled families:

EDUCATIONAL

- Olton Public Schools (principal, teacher)
- Denver City Public Schools (superintendent, teacher)
- Abernathy Public Schools (teacher)
- Brownfield Public Schools (superintendent)
- Special Education Coop Directors:
  - HONDA Coop
  - SPECO Coop
  - Rolling Plains Coop
  - Caprock Coop
  - Brownfield Coop
  - East Plains Coop
- Plainview Child Development Center
- Milams Children's Training Center
- Alice In Wonderland Day Care Center
- Gaines County Day Care Center
- Texas Migrant Council Day Care Center

MEDICAL/HEALTH/DIAGNOSTIC

- Developmental Disabilities Center, Texas Tech School of Medicine
- Texas Tech University Speech and Hearing Clinic

Well Baby Clinic

Women, Infant, Children (WIC) Program

Texas Tech University School of Medicine (TTU/SM)

Health Sciences Center:

Occupational/Physical Therapy

Pediatric Clinic

Ophthalmology Clinic

Nutrition Department

Sick Baby Clinic

Permian Basin Rehabilitation Center

South Plains Genetic Counseling Clinic

TTU/SM Health Sciences Center Hospital Genetic Clinic

Private physicians (pediatricians, ophthalmologists, etc.)

STATE AGENCIES

Texas Department of Health:

SSI Disabled Children's Program

Public Health Nurses

Texas Department of Human Resources:

Child Protective Services

Social Services

Lubbock State School

OTHER

Developmental Education Birth Through Two (DEBT)

Catholic Welfare

Child Find/Child Serve

Presbyterian Center

South Plains Community Action

APPENDIX E

Final Report Form

PROJECT FAMILY LINK I

Final Report

Child's Name: _____ Date of Birth: _____

Parent's Name: _____ Date of Report: _____

Address: _____ Home-based Teacher: _____

_____

Date of Enrollment in Link: _____

I. Summary of Progress:

II. Current Level of Functioning (include developmental levels as indicated by Portage, Alpern Boll, Bayley, etc.):

1. Social:

2. Language:

3. Self-Help:

4. Cognitive:

5. Motor:

III. Areas Needing Further Remediation:

1. Social:

2. Language:

3. Self-Help:

4. Cognitive:

5. Motor:

IV. Link I Recommendations for Programming:

Home-based Teacher: _____ Coordinator: _____

Date: _____ Date: _____

Suggested Activities for _____

Link I Home Based Teacher: _____

Date: _____

Social:

Language:

Self-Help:

Cognitive:

Motor:

APPENDIX F

Diagnostic and Assessment Data

DIAGNOSTIC AND ASSESSMENT DATA
1979-80
Project Family Link I

Name	Birthdate	Disability Code	Test Instruments Administered	Date of Pretest	Date Home-based Teaching Initiated	Date Home-based Teaching Terminated	Date of Post-test
10151	5/20/78	07	Bayley Portage Alpern-Boll	11/20/79	11/20/79	5/12/80	5/5/80
10252	4/26/75	07,08,03	Bayley Portage Alpern-Boll	9/20/79	11/8/79	5/13/80	5/15/80
10353	6/12/78	06	Bayley Portage Alpern-Boll	9/19/79	10/10/79	5/14/80	5/7/80
10454	9/13/77	04,14,06	Bayley Portage Alpern-Boll	9/25/79	10/2/79	5/12/80	5/5/80
10555	10/4/74	04,05	S.B., VMI Personality Inventory for Children Bayley Portage Alpern-Boll	7/2/79 9/19/79	 10/1/79	5/14/80	5/7/80
10656	3/31/78	06	Bayley Portage Alpern-Boll	8/27/79	9/27/79	5/15/80	5/8/80
10757	2/12/75	07,04	Bayley Portage Alpern-Boll	9/25/79	9/25/79	5/13/80	5/6/80

DIAGNOSTIC AND ASSESSMENT DATA
1979-80
Project Family Link I

Name	Birthdate	Disability Code	Test Instruments Administered	Date of Pretest	Date Home-based Teaching Initiated	Date Home-based Teaching Terminated	Date of Post-test
11565	1/6/76	04	Bayley PPVT Alpern-Boll Portage	10/18/79	11/8/79	moved 12/79	not done
11666	8/3/78	06	Bayley Portage Alpern-Boll	12/4/79	12/4/79	5/6/80	5/28/80
11767	3/23/78	06	Portage Alpern-Boll	12/19/79	Placed in State School 12/79	N.A.	N.A.
11868	12/11/75	02	Portage Alpern-Boll	1/23/80	2/6/80	5/5/80	5/5/80
11969	8/19/76	06	Portage Alpern-Boll WPPSI	1/8/80 2/28/80	1/17/80	5/8/80	6/6/80
12070	6/16/79	12	Portage Alpern-Boll Bayley	1/16/80 3/5/80	1/30/80	5/14/80	5/14/80
12171	10/30/75	06	Portage Alpern-Boll WPPSI	1/15/80 3/4/80	1/29/80	5/13/80	5/14/80
12272	5/28/78	02, 03	Portage Alpern-Boll Bayley	2/7/80	2/21/80	5/8/80	5/8/80

DIAGNOSTIC AND ASSESSMENT DATA
1979-80
Project Family Link I

Name	Birthdate	Disability Code	Test Instruments Administered	Date of Pretest	Date Home-based Teaching Initiated	Date Home-based Teaching Terminated	Date of Post-test
10858	7/11/78	06,14,03,08	Bayley Portage Alpern-Boll	8/27/79	9/27/79	5/15/80	5/8/80
10959	7/5/75	07,04	Bayley Portage Alpern-Boll	9/28/79	10/17/79	5/14/80	5/7/80
11069	11/2/77	04,07,14	Bayley Portage Alpern-Boll	9/25/79	10/9/79	moved 1/80	not done
11161	3/23/75	04	Bayley Portage Alpern-Boll	9/24/79	10/16/79	5/6/80	5/5/80
11262	5/2/77	04,14	Slosson Preschool Assessment of Development Bayley Portage Alpern-Boll	8/27/79 9/26/79	9/26/79	5/14/80	5/9/80
11363	11/3/78	14	Bayley Portage Alpern-Boll	10/18/79	10/18/79	5/12/80	5/5/80
11464	12/8/75	04,14	Slosson Preschool Assessment of Development Bayley Portage Alpern-Boll	8/27/79 9/24/79	9/26/79	5/14/80	5/9/80

DIAGNOSTIC AND ASSESSMENT DATA
1979-80
Project Family Link I

Name	Birthdate	Disability Code	Test Instruments Administered	Date of Pretest	Date Home-based Teaching Initiated	Date Home-based Teaching Terminated	Date of Post-test
12373	3/28/76	07	Portage Alpern-Boll WPPSI	2/4/80	2/18/80	moved 3/5/80	not done
12474	5/11/78	07, 04	Portage Alpern-Boll Bayley	3/5/80	3/12/80	5/14/80	5/14/80
12575	6/19/78	14, 04	Portage Alpern-Boll Bayley	3/5/80	3/12/80	5/14/80	5/14/80
12676	6/19/78	14, 04	Portage Alpern-Boll Bayley	3/5/80	3/12/80	5/14/80	5/14/80

Project Family Link

Definitions Used for Categorical Diagnosis
(Disability Codes)

01 Cerebral Palsy - A general condition or number of conditions in which injury to the brain affects the control of movements.

02 Blind - A child who exhibits one or a combination of the following conditions is categorized as being blind:

(a) Child is sightless or has such limited vision that he/she must rely upon hearing and touch as his/her chief means of learning;

(b) Child has been determinted to be legally blind by state of Texas:

or

(c) The child's central acuity does not exceed 20/200 in the better eye, with correcting lenses, or whose visual acuity is greater than 20/200 but is accompanied by a limitation in the field of vision such that the widest diameter of visual field subtends an angle of no greater than 20 degrees.

03 Mentally Retarded - Any child, who, during the early developmental period, exhibits significant subaverage intellectual functioning accompanied by impairment in adaptive behavior is said to be mentally retarded.

04 Speech Impaired - A child is said to be speech impaired who exhibits a condition which is characterized primarily as causing receptive and/or expressive language impairment, stuttering, chronic voice disorders, and serious articulation problems affecting social, emotional and/or educational development.

05 Specific Learning Disabilities - A child is categorized as exhibiting a specific learning disability if he/she is impaired in any one or any combination of the following:

(a) Basic psychological processes involved in understanding or in using language, spoken or written (such as, imperfect ability to listen, think, read, write, spell or do mathmatical calculations),

or

(b) Exhibits disorders as perceputal handicaps, brain injury, minimal brain dysfunction, dislexia, or developmental aphasia which are precursor functions to understanding and using language among preschoolers.

06 Other Health Impairments (Health Conditions, Injuries) - Children who are developmentally delayed due to severe health problems are categorized as health-impaired when the impairment is due to a chronic condition with a prolonged period of convalesence; including but not limited to, epilepsy hemophilia, severe asthma, severe cardiac conditions, severe anemia, malnutrition, diabetes, or neurological disorders.

07 Crippled, Orthopedic - A child is categorized as exhibiting a crippled or orthopedically impaired condition when normal development of gross or fine motor abilities is prohibited or severely impeded as a result of limitations attributed to congential anomalies, accident or disease; these include for example, spina bifida, loss or deformity of limbs, burns causing contractures, or cerebral palsy.

08 Visually Handicapped (not blind) - A child is categorized as visually impaired when central acuity, with corrective lenses, does not exceed 20/20 in either eye, but who is not blind; or whose visual acuity is greater than 20/20, but is accompanied by a limitation of the field of vision such that the widest diameter of visual field subtends an angle of no greater than 140 degrees, or who suffers any other loss of visual function that will restrict learning processes (e.g., faulty muscular action).

09 Epileptic - A child is categorized as epileptic when a medical diagnosis confirms any combination of one or more of the following seizure patterns as contributing to the chronic impairment of normal developmental processes:

(a) Petit mal seizures,

(b) Grand mal seizures,

(c) Jacksonian seizure patterns,

or

(d) Psychosomatically induced seizures.

10 Cystic Fibrosis - A child who exhibits this specific health impairment is categorized as developmentally delayed when medical and educational evaluations point to a significant impedence of his/her developmental progress due to associated conditions caused by this particular birth defect.

11 Seriously Emotionally Disturbed - A child is categorized as being seriously emotionally disturbed when medical and psychoeducational evaluations indicate that his/her emotional health is chronically unstable to the point of interference with his/her progress in learning or emotional adjustment.

12 Down's Syndrome - A child is categorized as exhibiting Down's Syndrome when medical evaluations confirm these particular birth defects to be present and to be a contributive factor to the impairment of his/her normal intellectual growth and maturation. Such associated conditions as health impairment problems and/or specific learning disabilities, mental retardation, or speech, hearing and visual impairments are frequently exhibited in children with this particular syndrome.

13 Hearing Impaired - A child is categorized as hearing impaired when any one of the following conditions is confirmed by a medical and/or speech and hearing evaluation:

(a) The child has slight to severe defective hearing, as determined by his/her ability to use remedial hearing in daily life, sometimes with the use of a hearing aid:

or

(b) (Has average) hearing loss of 26-92 decibles in the better ear.

14 Developmentally Delayed (Slow, deprived of normal stimulation) - A child whose developmental progress has been delayed due to a combination of undetermined, limiting conditions (e.g., environmental/stimulus deprivation of unmeasured time spans) is categorized as develoomentally delayed when developmental and educational assessments indicate his/her developmental progress is significantly below the normal range expected for his/her chronological age.

15 Deaf - A child is categorized as deaf when any one of the following conditions exist:

(a) His/her hearing is extremely defective so as to be essentially non-functional for the ordinary purposes of life;

(b) His/her hearing loss is greater than 92 decibles in the better ear;

or

(c) A legal determination of deafness by the state of Texas, has been secured.

APPENDIX G

Family Day Evaluation Results

FAMILY DAY I
OCTOBER 5, 1979

EVALUATION SUMMARY

QUESTION	NO. OF RESPONDENTS
1. Did you enjoy getting together with the other parents in the program?	Yes = 10 No = 0
2. Did you enjoy making the toys for your children?	Yes = 11 No = 0
3. Which did you enjoy the most?	Making button games = 6 Making juice can games = 5 Making milk cartons toys = 4 Making play-dough = 3
4. Did you learn anything that will help your child?	Yes = 10 No = 1
5. Which one do you think will be most helpful for your child?	Making juice can games = 5 Making milk carton toys = 4 Making button games = 4 Making play-dough = 2
6. Were you comfortable taking part in the program today?	Yes = 10 No = 1

FAMILY DAY II
NOVEMBER 1, 1979

EVALUATION SUMMARY

QUESTION	NO. OF RESPONDENTS
1. Did you enjoy getting together with the other parents in the program?	Yes = 11 No = 0
2. Did you enjoy Vickie's talk about nutrition?	Yes = 11 No = 0
3. Which topic did you enjoy the most?	Nutrition talk by Vickie = 5 Recipe Book = 5 Finger plays & songs = 4 Nutrition Mobile = 3 Tasting Center = 3 Grocery Store = 2
4. In which session did you learn something that will help your child?	Nutrition talk by Vickie = 8 Grocery Store = 5 Nutrition Mobile = 3 Tasting Center = 3 Finger plays & Songs = 3
5. Which session will be of most help at home?	Nutrition talk by Vickie = 8 Recipe Book = 8 Tasting Center = 5 Grocery Store = 4 Finger plays & Songs = 3 Nutrition Mobile = 1

6. Were you comfortable taking part in the program today?

Yes = 10
No = 1

7. In a few words, please state what you learned today.

* Read labels
* How to taste food
* About good food
* About nutrition
* Read label and watch the price
* How to shop with $20.
* Good foods for my children
* Better meals, less money

FAMILY DAY III
DECEMBER 20, 1979

EVALUATION SUMMARY

QUESTION	NO. OF RESPONDENTS
1. Did you enjoy getting together with other parents in the program?	yes = 10 No = 0
2. Did you enjoy the trip to South Plains Mall?	Yes = 10 No = 0
3. Did you enjoy making the ornaments for your home?	Yes = 10 No = 0
4. Which one did you enjoy making the most?	Wooden Ornaments = 5 Holly wreath = 3 Bells and Balls = 2 Poinsetta = 2 Puppets = 2
5. Did you learn anything about talking to your child?	Yes = 10 No = 0
6. In a few words, please state what you have learned about talking to your child.	* They do notice different colors * That they do listen if people talk and try to explain things * He likes places with a lot of different colors * They learn by seeing and experiencing new things
7. Were you comfortable taking part in the program today?	Yes = 9 No = 0

FAMILY DAY IV
FEBRUARY 7, 1980

EVALUATION SUMMARY

QUESTION	NO. OF RESPONDANTS
1. What did you learn about getting your child to do what you want him/her to do?	* Start sitting him in a corner for a minute and stick to it (2) * Sitting him down for a minute * Consistency - we learned that you have to keep trying if you want your child to do it * Be consistent in the objective of a purpose and stick to it * Make sure when you say something stick to it and make sure they do it
2. What does your child do that especially bothers you?	* Runs around in public, knowing I don't like to spank him in front of others * He doesn't behave well * Never still * Puts her fingers in her mouth * Doesn't eat well * Uses some bad words * Throws things when she can't do it right * Cries for his bottle * Talk too much
3. Do you want help in changing that behavior?	Yes = 9 No = 0

QUESTION	NO. OF RESPONDANTS
4. How was the meal?	Very good = 6 Fair = 5 Not very good = 0
5. How did you like the slide show?	Liked it very much = 11 Didn't like it = 0
6. Did you find anything at the garage sale you could use?	Yes = 10 No = 2
7. What did you find?	Clothes = 7 Toys = 4 Things for the house = 7

FAMILY DAY V
MARCH 27, 1980

EVALUATION SUMMARY

QUESTION	NO. OF RESPONDANTS
1. Did you know that you had certain rights as a parent of a child with special needs?	Yes = 7 No = 5
2. Did you learn anything new about your rights as a parent of a child with special needs?	Yes = 12 No = 0
3. What did you learn?	* I don't have to give permission into our private lives or homes unless we are sure we want them to * The right to voice your opinion * How children can be helped (2) * I have the right to do what I want with my kids * The ARD and that it was for your needs * We could go to higher-ups to get what we needed done * The importance of keeping records * About laws which are made to help children with special needs
4. Would you like to know more about something you learned today?	Yes = 9 No = 2

QUESTION	NO. OF RESPONDANTS
5. What would you like to know?	* More facts about the education available to children * More about benefits for children with problems * About some of the doctors * What programs for handicapped children my community offers
6. How was lunch?	Very good = 11 Fair = 1
7. Did you enjoy making things for Easter with your child?	Yes = 12 No = 0
8. What did you like best?	Rabbit Mask = 4 Easter Lotto = 6 Decorated Eggs = 8

FAMILY DAY VI
MAY 16, 1980

EVALUATION SUMMARY

QUESTION	NO. OF RESPONDANTS
1. Did you enjoy learning to make the crafts in the centers?	Yes = 12 No = 0
2. Which one did you like the most?	Story with flannelboard = 4 Scroll = 2 Pottery = 1 All = 1
3. How did you like having other parents as teachers?	* They were very nice and entertaining * I liked it very much (2) * Very nice (because I got to meet all of them) (3) * Yes (3) * Fine
4. Did you learn anything new about taking care of your teeth?	Yes = 11 No = 1
5. What did you learn?	* How to brush properly * The places where plaque forms and not to brush so hard * To floss * Way to brush (3) * How to brush them and where * Diseases of the gums * How to teach the young children to start caring for their teeth * The vibrating motion

QUESTION	NO. OF RESPONDANTS
6. What did you think of graduation?	* I enjoyed it * I loved it (2) * It was great and made me so proud * It was nice (2) * I liked it (2) * Beautiful * It was a special treat
7. Did you like the flannelboard story done by Mrs. G. (a parent)?	Very much = 11 OK = 0 Not very much = 0